



REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

## **JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN**

# **CHRISTIAN RELIGIOUS EDUCATION GRADE 7**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

First Published in 2022

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## **FOREWORD**

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, National Curriculum Policy 2019, 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 and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The curriculum designs at this level build on competencies attained by learners at the end of the Primary School cycle. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (subjects) as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, Community Service Learning (CSL) activities and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

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**CABINET SECRETARY,**  
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## **PREFACE**

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 7 is the first level of the Junior Secondary School (JSS) in the new education structure.

Grade 7 curriculum furthers implementation of the CBC to the JSS education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very 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 **Nurturing every Learner's potential**.

Therefore, the Grade 7 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: 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 sub strands and the other aspects of the CBC. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 7 and prepare them for smooth transition to the next Grade. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the *Basic Education Curriculum Framework* (BECF), that responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Kenya Constitution 2010, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 7 curriculum designs. In relation to this, we acknowledge the support of the –Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 7 and preparation of learners for Grade 8.

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## LESSON ALLOCATION

	<b>Subject</b>	<b>Number of Lessons Per Week (40 minutes per lesson)</b>
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical Studies	4
7.	Social Studies	3
8.	Religious Education	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
	<b>Total</b>	<b>45</b>



## NATIONAL GOALS OF EDUCATION

Education in Kenya should:

**i) Foster nationalism and patriotism and promote national unity.**

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. Education's paramount duty is to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect that enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

**ii) Promote the social, economic, technological, and industrial needs for national development.**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

**a) Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernisation. Education should assist our youth in adapting to this change.

**b) Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise, and personal qualities required to support a growing economy. Kenya is building up a modern and independent economy that needs an adequate and relevant domestic workforce.

**c) Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes, especially in the developed world. We can only be part of this development if our education system focuses on the knowledge, skills, and attitudes that will prepare our young people for these changing global trends.

**iii) Promote individual development and self-fulfillment**

Education should provide opportunities for the fullest development of individual talents and personalities. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.





- iv) Promote sound moral and religious values.**  
Education should provide for the development of knowledge, skills, and attitudes that will enhance the acquisition of sound moral values and help children grow into self-disciplined, self-reliant, and integrated citizens.
- v) Promote social equality and responsibility.**  
Education should promote social equality and foster a sense of social responsibility within an education system that provides equal educational opportunities. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability, or geographical environment.
- vi) Promote respect for and development of Kenya’s rich and varied cultures.**  
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development to build a stable and modern society.
- vii) Promote international consciousness and foster positive attitudes towards other nations.**  
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership in this international community with all the obligations, responsibilities, rights and benefits that this membership entails.
- viii) Promote positive attitudes towards good health and environmental protection.**  
Education should inculcate in young people the value of good health for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.



## **LEARNING OUTCOMES FOR MIDDLE SCHOOL**

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

1. Apply literacy, numeracy, and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, and spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation, and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

## **ESSENCE STATEMENT**

Christian Religious Education (CRE) in Junior Secondary School seeks to support the holistic development of the learner morally, spiritually, emotionally and intellectually. It builds on knowledge, values and competencies covered at the primary school level. The values and life skills acquired will enable the learner to live harmoniously with other people in the society. Further, Christian Religious Education answers the questions and mysteries of life, as it explains the origin and purpose of human beings on earth. The learner is exposed to a broad range of biblical experiences for character formation and upright living. CRE at this level acknowledges the place, the role of family and faith as a primary influence on the young people's lives.

Christian Religious Education is tailored to constructivists, multiple intelligences, and cognitive development learning theories which entail making links between the learner's own experiences and the teachings of the Bible. As a result, engaging, participatory, interactive, collaborative, and cooperative problem-solving activities have been embedded in the



learning experiences. The six strands are deliberate in developing the intellectual skills necessary for moral living including; ‘reflection, discernment, critical thinking, and deciding how to act in accordance with an informed conscience.’ The facilitators are expected to adopt an effective, inclusive and supportive learning environment that accommodates and recognises learner’s diverse needs, backgrounds, experiences and challenges.

### **SUBJECT GENERAL LEARNING OUTCOMES**

By the end of the Junior Secondary level, the learner should be able to:

1. Demonstrate responsibility by conserving the environment as good stewards of God’s creation.
2. Analyse Biblical teachings to acquire knowledge, skills, values and attitudes that enable him/her make informed decisions.
3. Examine the fulfilment of the Old Testament prophecies through Jesus Christ to appreciate Biblical harmony.
4. Take part in different activities both in the church and society to enhance responsibility.
5. Apply Christian morals and values in their daily interactions to overcome the challenges they face as young people.
6. Utilise ICT learning resources appropriately for acquisition and application of knowledge in different learning contexts.



## STRAND 1.0: INTRODUCTION TO CHRISTIAN RELIGIOUS EDUCATION

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Introduction to Christian Religious Education</b>	<b>1.1 The importance of Studying Christian Religious Education</b>  (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain the meaning of Christian Religious Education</li> <li>b) analyse the importance of learning Christian Religious Education</li> <li>c) discuss how Christian Religious Education promotes sound moral and religious values</li> <li>d) apply values acquired in his/her interaction with others to foster harmonious living</li> <li>e) appreciate the learning of Christian Religious</li> </ol>	Learners are guided to: <ul style="list-style-type: none"> <li>● brainstorm in small groups the meaning of Christian Religious Education</li> <li>● Search the meaning of Christian Religious Education using the internet/textbooks or the library and write short notes</li> <li>● discuss in pairs, the importance of studying Christian Religious Education and make a presentation to the class</li> <li>● write a personal journal on how learning CRE has changed their behaviour</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is studying Christian Religious Education important?</li> <li>2. How has learning Christian Religious Education changed your behaviour?</li> </ol>



		Education by living responsibly.	<ul style="list-style-type: none"> <li>● list and share values they need to live harmoniously with others</li> <li>● use charts/posters/flashcards to write messages that promote sound moral and religious values.</li> <li>● compose a poem on how Christian Religious Education promotes sound moral and religious values.</li> </ul>	
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**Core Competencies to be developed:**

- Learning to learn: learners brainstorm and share the meaning of Christian Religious Education.
- Self-efficacy: learners list and share values they need to live harmoniously with others.
- Digital literacy: learners search for the meaning of Christian Religious Education using a digital device.
- Imagination and creativity: learners compose a poem on how Christian Religious Education promotes sound moral and religious values.

**Values:**

- Respect: learners list and share values they need to live harmoniously with others.



- Responsibility: learners use charts/ posters/flashcards to write messages that promote sound moral and religious values.

**Pertinent and Contemporary Issues (PCIs):**

- Effective communication: learners brainstorm in small groups about the meaning of Christian Religious Education and make a presentation to the class.
- Creative thinking: learners compose a poem on how Christian Religious Education promotes sound moral and religious values.
- Self-awareness: learners write a personal journal on how learning CRE has changed their behaviour.

**Links to other Subjects:**

- English language: the learners discuss in groups and debate.
- Computer Science: the learners use digital devices to search for information on the meaning of Christian Religious Education.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to explain the meaning of Christian Religious Education.	Comprehensively and correctly explains the meaning of Christian Religious Education.	Explains the meaning of Christian Religious Education.	Explains to some extent the meaning of Christian Religious Education.	Explains the meaning of Christian Religious Education with assistance.
Ability to analyse the importance of learning Christian Religious Education.	Analyses the importance of learning Christian Religious Education using relevant examples.	Analyses the importance of learning Christian Religious Education.	Analyses the importance of learning Christian Religious Education and leaves out some details.	Requires assistance in analysing the importance of learning Christian Religious Education.
Ability to discuss how Christian Religious Education promotes sound moral and religious values.	Systematically and correctly discusses how Christian Religious Education promotes sound moral and religious values.	Discusses how Christian Religious Education promotes sound moral and religious values.	Partially discusses how Christian Religious Education promotes sound moral and religious values.	With prompts discusses how Christian Religious Education promotes sound moral and religious values.



## STRAND 2.0: CREATION

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Creation	2.1 Accounts of Creation  (5 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the biblical accounts of creation to appreciate God’s power b) discuss the similarities and differences between the two biblical accounts of creation c) identify the attributes of God from the biblical accounts of creation d) appreciate God’s creative work by taking care of the environment.	Learners are guided to: <ul style="list-style-type: none"> <li>● name the features of God’s creation in their surrounding</li> <li>● take a nature walk and appreciate God’s creation in the school compound or the surrounding area</li> <li>● read in turns Genesis 1:1-31 &amp; 2:1-2,4a on first creation account and Genesis 2:4b-25 on second creation account</li> <li>● watch a video clip on the two biblical accounts of creation</li> <li>● summarise the main points of the two biblical accounts of creation on charts and display them in class</li> </ul>	<ol style="list-style-type: none"> <li>1. How is the first account of creation different from the second account?</li> <li>2. Why is it important to learn about creation accounts?</li> </ol>





			<ul style="list-style-type: none"> <li>● in pairs discuss the similarities and differences between the two biblical accounts of creation and write short notes</li> <li>● in groups, use the internet or the library to search for the attributes of God and write them on a chart</li> <li>● take care of God’s creation in their environment</li> <li>● compose and sing a song on the second creation account.</li> </ul>	
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**Core- Competencies to be developed:**

- Communication and collaboration: the learners discuss in pairs the similarities and differences between the two biblical accounts of creation.
- Creativity and imagination: the learners compose a song on the second creation account.
- Digital literacy: the learners use the internet to search for the attributes of God, in groups.
- Learning to learn: the learners take a nature walk and observe different features of God’s creation.

**Values:**

- Responsibility: the learners take care of God’s creation in the environment
- Love: the learners appreciate features of God’s creation in their surrounding



**Pertinent and Contemporary Issues (PCIs):**

- Gender mainstreaming: the learners recognise that God created human beings as male and female to complement each other
- Environmental issues in education: the learners take a nature walk and appreciate God's creation in their surrounding

**Link to other Subjects:**

- Social Studies: the learners interact with the environment during the nature walk
- English language: the learner's read Bible texts on the biblical accounts of creation
- Performing Arts: the learners compose and sing a song on the second creation account
- Computer Science: the learners search online using digital devices on the attributes of God and list them on a chart.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
Ability to explain the biblical accounts of creation.	Explicitly explains the biblical accounts of creation.	Explains the biblical accounts of creation.	Partially explains the biblical accounts of creation.	Explains some aspects of the biblical accounts of creation with guidance.
Ability to discuss the similarities and differences in the two biblical accounts of creation.	Discusses with examples the similarities and differences in the two accounts of creation.	Discusses the similarities and differences in the two accounts of creation.	Discusses some of the similarities and differences in the two accounts of creation.	Needs support to discuss the similarities and differences in the two accounts of creation.
Ability to examine the attributes of God from the biblical accounts of creation.	With examples examines the attributes of God from the biblical accounts of creation.	Examines the attributes of God from the biblical accounts of creation.	Examines some of the attributes of God from the biblical accounts of creation but leaves out some details.	Examines some of the attributes of God from the biblical accounts of creation but leaves out many details.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Creation	<b>2.2 Responsibility over Animals, Fish, and Birds</b>  <b>(5 lessons)</b>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain the biblical teaching on responsibilities given to human beings over animals, fish, and birds</li> <li>b) discuss ways one can protect animals, fish, and birds</li> <li>c) demonstrate good stewardship by taking care of animals, fish, and birds</li> <li>d) desire to take good care of God's creation in his/her environment.</li> </ol>	Learners are guided to: <ul style="list-style-type: none"> <li>● brainstorm on how they take care of animals, fish, and birds and make summary notes</li> <li>● read Genesis 2:15-20, James 3: 7 and discuss the responsibilities given to human beings by God</li> <li>● in groups, discuss ways they can protect animals, fish, and birds</li> <li>● visit a zoo, animal park or a farm and observe how animals, fish, and birds are taken care of; write a report for presentation in class</li> <li>● write sensitisation messages on charts/posters on the importance of good stewardship over animals, fish, and birds and display in class or school noticeboard</li> <li>● compose a poem on how they take care of animals, fish, and birds in their environment.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should you take care of animals, fish and birds?</li> <li>2. How can you reduce conflicts between human beings and wild animals?</li> </ol>



**Core Competencies to be developed:**

- Critical thinking and problem solving: the learners discuss ways they protect animals, fish, and birds.
- Learning to learn: the learners write sensitisation messages on charts/posters on the importance of good stewardship.
- Creativity and imagination: learners compose a poem on how they take care of animals, fish, and birds.
- Communication and collaboration: learners brainstorm on how they take care of animals, fish, and birds.

**Values:**

- Responsibility: learners take care of different animals, fish, and birds.
- Social justice: learners advocate for animal rights and welfare.
- Love: learners compose a poem on how they take care of animals, fish, and birds in their environment.
- Patriotism: learners show love for their country as they visit a zoo, animal park, or farm and observe how animals, fish, and birds are taken care of.

**Pertinent and Contemporary Issues (PCIs):**

- Animal rights and welfare issues in education: learners visit the nearest animal orphanage/ national park/observe animals within their local environment and write a report for presentation in class.
- Assertiveness: learners commit themselves to take care of domestic animals at home.
- Environmental issues in education: learners discuss different ways of taking care of animals, fish, and birds.

**Links to other subjects:**

- English language: learners write sensitisation messages on charts/posters on the importance of good stewardship over animals fish and birds.
- Agriculture: learners brainstorm on how they take care of animals, fish, and birds.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
Ability to explain the biblical teaching on responsibilities over animals, fish, and birds.	Explains the biblical teachings on responsibilities over animals, fish, and birds using relevant examples	Explains the biblical teachings on responsibilities over animals, fish, and birds	Explains some of the biblical teachings on responsibilities over animals, fish, and birds	Requires guidance to explain biblical teaching on responsibilities over animals, fish, and birds
Ability to discuss ways one can protect animals, fish, and birds.	Discusses ways one can protect animals, fish and birds using appropriate examples	Discusses ways one can protect animals, fish, and birds	Partially discusses ways one can protect animals, fish, and birds	With prompts discusses some of the ways one can protect animals, fish, and birds
Ability to demonstrate good stewardship by taking care of animals, fish, and birds	Always demonstrates stewardship by taking good care of animals, fish, and birds	Almost always demonstrates good stewardship by taking care of animals, fish, and birds	Sometimes demonstrates good stewardship by taking care of animals, fish, and birds	Rarely takes good care of animals, fish, and birds



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Creation</b>	<b>2.3 Responsibility over Plants (4 lessons)</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) describe the responsibilities given to human beings over plants by God</li> <li>b) apply the biblical teaching of caring for plants to conserve the environment</li> <li>c) discuss how responsible use of plants contribute to economic growth</li> <li>d) appreciate plants as part of God’s creation to promote a healthy ecosystem.</li> </ol>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>● brainstorm on different types of plants found in the environment and how they take care of them</li> <li>● take a nature walk in their environment, observe different plants, draw them on charts and display to the class</li> <li>● read in turns Genesis 1:29: Genesis 2:15 and Psalm 104:14, summarise the biblical teachings on charts, and display them in class</li> <li>● in groups, list the activities they do to care for plants in their environment</li> <li>● brainstorm how responsible use of plants contributes to economic growth</li> <li>● interact with a resource person (environmentalist/ forest</li> </ul>	<p>Why should you take care of plants?</p>



			officer/any relevant person) and discuss the economic benefits of plants <ul style="list-style-type: none"> <li>● plant an income-generating crop either at home or school.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Learning to learn: learners interact with a resource person and discuss the economic benefits of plants</li> <li>● Communication and collaboration: learners in groups list activities they do to care for plants in their environment</li> <li>● Critical thinking and problem solving: learners plant an income-generating crop either at home or school.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● Responsibility: learners plant an income generating crop either at home or school</li> <li>● Social justice: learners advocate for environmental conservation by taking good care of plants in their environment</li> <li>● Unity: learners take turns to read Genesis 1:29: Genesis 2:15 and Psalm 104:14 and summarise the biblical teachings on charts</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>● Learner support programmes: learners participate in environmental clubs</li> <li>● Education for Sustainable Development (ESD): learners explain different ways plants are cared for to enhance responsibility</li> <li>● Financial literacy: learners discuss how responsible use of plants contribute to economic growth; they also plant an income-generating crop.</li> </ul>				





**Links to other subjects:**

- Agriculture: learners plant a crop at school or home and care for it.

**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to describe the responsibilities given to human beings over plants by God.	Describes with examples, the responsibilities given to human beings over plants by God.	Describes the responsibilities given to human beings over plants by God.	Describes some responsibilities given to human beings over plants by God.	Mentions briefly responsibilities given to human beings over plants by God.
Ability to discuss how responsible use of plants contributes to economic growth.	With relevant illustration discusses how responsible use of plants contributes to economic growth.	Discusses how responsible use of plants contributes to economic growth.	Discusses partially how responsible use of plants contributes to economic growth.	With prompt discusses how responsible use of plants contributes to economic growth.



Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Creation	<b>2.4 Use and Misuse of Natural Resources as God’s Creation</b>  <b>(3 lessons)</b>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain ways in which human beings use and misuse natural resources</li> <li>b) explore the effects of misusing natural resources</li> <li>c) discuss Biblical teachings on good use of God’s creation</li> <li>d) desire to conserve the environment as responsible citizens</li> </ol>	Learners are guided to: <ul style="list-style-type: none"> <li>● brainstorm on how their communities use natural resources</li> <li>● in small groups, discuss how their communities have misused natural resources; write the points on charts and present to the class</li> <li>● conduct an online or library search on how human beings have used and misused natural resources, and make a PowerPoint presentation/posters to the class</li> <li>● debate on the effects of destroying the environment</li> <li>● read in turns Genesis 2:15, Exodus 23:10-11, Deuteronomy 20:19, and discuss the Biblical teachings on good use of God’s creation. Write the points on charts and present to the class</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you conserve the environment?</li> <li>2. How do human beings benefit from natural resources?</li> </ol>



			<ul style="list-style-type: none"> <li>● in pairs compose songs on the beauty of God’s creation.</li> <li>● engage in cleaning the school, as a way of conserving the environment.</li> </ul>	
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**Core Competencies to be developed:**

- Learning to learn: learners-brainstorm on how human beings use and misuse God’s creation.
- Critical thinking: learners discuss the effects of misusing natural resources.
- Digital literacy: learners use online resources to search for ways in which human beings use and misuse the environment.
- Creativity and imagination: learners compose songs on the beauty of God’s creation.

**Values:**

- Responsibility: learners discuss how Christians should conserve the environment.
- Respect: learners learn to value God’s creation.

**Pertinent and Contemporary Issues (PCIs):**

- Environmental issues: learners conserve the environment.
- Social justice: learners use God’s creation responsibly.

**Links to other subjects:**

- Agriculture: in small groups, learners discuss Christian teachings on responsible use of God’s creation/environment.
- Computer Studies: learners conduct an online search and make a PowerPoint presentation
- English Language: learners compose a song and debate on the effects of destroying the environment.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to explain ways in which human beings use and misuse natural resources.	Explains with the use of relevant examples ways in which human beings use and misuse natural resources	Explains ways in which human beings use and misuse natural resources.	Explains some of the ways human beings use and misuse natural resources.	With prompt explains some of the ways in which human beings use and misuse natural resources.
Ability to explore the effects of misusing natural resources.	Explores the effects of misusing natural resources and gives relevant examples.	Explores the effects of misusing natural resources.	Partly explores the effects of misusing natural resources.	Hardly explores the effects of misusing natural resources.
Ability to discuss Biblical teachings on good use of God's creation.	Comprehensively discusses Biblical teachings on good use of God's creation.	Discusses Biblical teachings on good use of God's creation.	Discusses some of the Biblical teachings on good use of God's creation.	Discusses some of the Biblical teachings on good use of God's creation but leaves out many details.



### STRAND 3.0: THE BIBLE

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 The Bible	3.1 Functions of the Bible (5 lessons)	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) explain the importance of the Bible in the society today</p> <p>b) discuss the role of the Bible for holistic growth</p> <p>c) explain how God’s Word inspires different services among Christians</p> <p>d) appreciate the Bible as the inspired Word of God</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>● debate and write main points on how the Bible is used today</li> <li>● read in turns 2 Timothy 3:16-17, Hebrews 4:12, and write lessons learnt</li> <li>● in groups prepare a PowerPoint presentation or charts on the importance of the Bible</li> <li>● write summary points on how the Bible is used in spreading the Word of God today</li> <li>● in groups discuss how the Bible promotes the spiritual, moral, social, emotional, and intellectual growth of a person</li> <li>● list different types of services Christians perform in their local community as service to God and humanity</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is the Bible different from other books?</li> <li>2. How do you apply the Word of God in your daily life?</li> </ol>



			<ul style="list-style-type: none"> <li>● prepare a presentation on how God’s word inspires different service among Christians</li> <li>● participate in different services in their local community, and write a journal</li> <li>● compose a song about the Bible.</li> </ul>	
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**Core Competencies to be developed:**

- Creativity and imagination: learners compose a song about the Bible.
- Critical thinking and problem solving: learners prepare a presentation on how God’s word inspires different services among Christians.
- Learning to learn: learners discuss how the Bible promotes spiritual, moral, social, emotional, and intellectual growth of a person.
- Digital literacy: learners prepare a PowerPoint presentation on the importance of the Bible in the society today.

**Values:**

- Unity: learners work in groups and prepare a PowerPoint or chart on the importance of the Bible.
- Respect: learners read in turns various Bible texts.
- Responsibility: learners engage in different services in their local community.
- Peace: learners put into practice the Word of God and live harmoniously with each other.

**Pertinent and Contemporary Issues (PCIs):**

- Effective communication: learners use the Bible to share the Word of God, discuss in groups, and serve in the community.



- Decision-making: learners read the Word of God and make a decision to offer service to God and humanity in different ways.

**Links to other subjects:**

- English Language: learners read and discuss Bible texts.
- Computer Science: learners use digital devices to prepare PowerPoint presentations.
- Performing Arts: learners compose and sing a song about the Bible.

**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to explain the importance of the Bible in the society today.	Explains using relevant examples, the importance of the Bible in the society today.	Explains the importance of the Bible in the society today.	Partly explains the importance of the Bible in the society today.	With prompts, explains the importance of the Bible in the society today.
Ability to discuss the role of the Bible.	Comprehensively discusses the role of the Bible and gives relevant examples.	Discusses the role of the Bible.	Partially discusses the role of the Bible.	Needs assistance to discuss the role of the Bible.



<p>Ability to explain how God’s word inspires different services among Christians.</p>	<p>Explains with relevant examples, how God’s word inspires different services among Christians.</p>	<p>Explains how God’s word inspires different services among Christians.</p>	<p>Explains how God’s word inspires different services among Christians but leaves out some details.</p>	<p>Explains how God’s word inspires different services among Christians but leaves out many details.</p>
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 The Bible	3.2 Division of the Bible  (5 lessons)	By the end of the sub-strand, the learner should be able to: a) Identify the two major divisions of the Bible to enhance his/her understanding b) classify the books of the Old and New Testament according to their groups c) appreciate the Bible for reflective learning and living.	Learners are guided to: <ul style="list-style-type: none"> <li>● in pairs brainstorm on the two major divisions of the Bible</li> <li>● in groups, sort and arrange in order books of the Bible using flashcards</li> <li>● use the internet or the Bible to read out Books in the Old and New Testament</li> <li>● in pairs, outline the four major groups of the Old Testament books</li> <li>● in pairs, outline the four major groups of the New Testament books</li> <li>● in groups, design a bookmark on the books of the Bible and place it in your books/Bible.</li> </ul>	Why is it important to know the books of the Bible?

**Core Competencies to be developed:**

- Learning to learn: in pairs, learners outline the four major groups of the Old Testament books.
- Communication and collaboration: in pairs, the learners brainstorm on the two major divisions of the Bible.
- Creativity and imagination: learners in groups design a bookmark on the books of the Bible.



**Values:**

- Unity: learners, in groups sort and arrange in order, books of the Bible using flashcards.
- Responsibility: learners in pairs design a bookmark on the books of the Bible and place it in their books/Bible.

**Pertinent and Contemporary Issues (PCIs):**

- Effective communication: in pairs learners brainstorm on the two major divisions of the Bible
- Creative and critical thinking: learners in groups design a bookmark on the books of the Bible.

**Links to other subjects:**

- Mathematics: the learners' sort and arrange sequentially books of the Old and New Testament.
- Computer Science: the learners search online on the books of the Bible.

**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify the two major divisions of the Bible.	Identifies using examples, the two major divisions of the Bible.	Identifies the two major divisions of the Bible.	Identifies only one division of the Bible.	Needs assistance in identifying the two divisions of the Bible.
Ability to classify the books of the Old and New Testament according to their groups.	Classifies the books of the Old and New Testament according to their groups citing relevant examples.	Classifies the books of the Old and New Testament according to their groups.	Classifies some of the books of the Old and New Testament according to their groups.	Needs assistance in classifying books of the Old and New Testament according to their groups.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 The Bible	3.3 Bible Translations (5 lessons)	By the end of the sub-strand, the learner should be able to: a) identify different Bible translations used in Kenya today b) discuss reasons for translation of the Bible into local languages c) examine the social and economic effects of translation of the Bible into local languages d) appreciate the work of Bible translation in Kenya.	Learners are guided to: ● in groups, list translations/versions of the Bible that they know about ● in groups, discuss the reasons that led to Bible translation into local languages ● brainstorm on how people have benefited from the different Bible translations ● use digital devices to search for the different translations/versions of the Bible ● interview a resource person on the social and economic effects of translation of the Bible into local languages ● Debate on the topic: “ <i>is Bible translation still necessary in our society today?</i> ”	1. Which skills does a Bible translator require? 2. Why is it important to translate the Bible?



**Core Competencies to be developed:**

- Learning to learn: learners in groups discuss reasons that led to translation of the Bible into local languages.
- Critical thinking and problem solving: learner’s debate on the topic: “*Is Bible translation still necessary in our society today?*”

**Values:**

Unity: learners discuss how translation of the Bible into local languages has led to the spread of the word of God to all people despite their background, race, or ethnicity.

**Pertinent and Contemporary Issues (PCIs):**

Digital citizenship: learners use digital devices to search for the different translations/versions of the Bible.

**Links to other subjects:**

- English Language: learners’ debate on the topic: “*Is Bible translation still necessary in our society today?*”
- Computer Science: learners carry out an online search on the different translations/versions of the Bible.

**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify different Bible translations used in Kenya today.	Identifies and explains different Bible translations used in Kenya today.	Identifies different Bible translations used in Kenya today.	Identifies some of the Bible translations used in Kenya today.	Needs assistance to identify Bible translations used in Kenya today.



Ability to discuss reasons for translation of the Bible to local languages.	Comprehensively discusses reasons for translation of the Bible to local languages.	Discusses reasons for translation of the Bible to local languages.	Discusses some of the reasons that led to translation of the Bible to local languages.	With prompts discusses some of the reasons that led to translation of the Bible to local languages
Ability to examine the social and economic effects of translation of the Bible into local languages.	Using relevant examples, examines the social and economic effects of translation of the Bible into local languages.	Examines the social and economic effects of translation of the Bible into local languages.	Examines some of the social and economic effects of translation of the Bible into local languages.	With prompts, examines some of the social and economic effects of translation of the Bible into local languages.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 The Bible</b>	<b>3.4 Leadership in the Bible: Moses</b>  <b>(6 lessons)</b>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>describe how God prepared Moses for leadership</li> <li>identify the roles played by Moses during the Exodus</li> <li>discuss leadership qualities one can emulate from Moses</li> <li>apply leadership qualities portrayed by Moses in his/her interactions with others</li> <li>desire to choose leaders of integrity for the good of the society</li> </ol>	Learners are guided to: <ul style="list-style-type: none"> <li>in groups discuss characteristics of a good leader</li> <li>brainstorm on qualities they consider when choosing their leaders in school or church</li> <li>in turns read Exodus 2:1-15, 3:1-22 and 4:1-20, and outline ways God prepared Moses for leadership</li> <li>in groups read Exodus 14:10-16, 21, 15:22-25, 18:5-10,13-26 and Deuteronomy 4:1-6 and discuss roles performed by Moses during the Exodus</li> <li>conduct an online or library search on leadership qualities portrayed by Moses and summarise on a chart for presentation in class</li> <li>write a journal on how to be a good leader in the school, church, and the community</li> <li>debate on the advantages of choosing good leaders in the society.</li> </ul>	<ol style="list-style-type: none"> <li>How do you choose good leaders?</li> <li>Why is it important to choose leaders of integrity?</li> </ol>



**Core Competencies to be developed:**

- Self-efficacy: learners apply leadership qualities portrayed by Moses as they interact with others.
- Citizenship: learners explore how Moses effectively carried out his responsibilities.
- Imagination and creativity: learners write a journal on how to be a good leader at school, church, and the community.

**Values:**

- Responsibility: learners debate on the advantages of choosing good leaders in the society.
- Love: learners discuss how Moses interceded for the Israelites when they sinned against God.

**Pertinent and Contemporary Issues (PCIs):**

- Human rights: they learn how Moses stood for the rights of the Israelites.
- Good governance: learners exemplify good leadership qualities as portrayed by Moses.
- Analytical and creative thinking: learners write a journal on how to be a good leader in the school, church, and the community school.
- Effective communication: learners discuss in groups characteristics of a good leader.

**Links to other subjects:**

Computer Science: learners conduct an online search on leadership qualities portrayed by Moses.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to describe how God prepared Moses for leadership.	Describe how God prepared Moses for leadership and gives relevant examples.	Describes how God prepared Moses for leadership.	Describes how God prepared Moses for leadership but leaves out some details.	Describes how God prepared Moses for leadership but leaves out many details.
Ability to identify the roles played by Moses during the Exodus.	Identifies and explains the roles played by Moses during the Exodus.	Identifies the roles played by Moses during the Exodus.	Identifies some of the roles played by Moses during the Exodus.	With prompts identifies some of roles played by Moses during the Exodus.
Ability to discuss leadership qualities one can emulate from Moses.	Comprehensively and using relevant examples, discusses leadership qualities one can emulate from Moses.	Discusses leadership qualities one can emulate from Moses.	Discusses leadership qualities one can emulate from Moses but leaves out some details.	Mentions leadership qualities one can emulate from Moses and leaves out many details.





## STRAND 4.0: EARLY LIFE OF JESUS CHRIST

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 The Early life of Jesus Christ</b>	<b>4.1 Background to the Birth of Jesus Christ</b>  <b>(8 lessons)</b>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>outline the prophecies about the coming of Jesus Christ</li> <li>explain how Old Testament prophecies about the Messiah were fulfilled through Jesus Christ</li> <li>appreciate the fulfilment of the Old Testament prophecies about the Messiah.</li> <li>describe the annunciation and birth of John the Baptist</li> <li>relate the birth of John the Baptist to the coming of Jesus Christ</li> </ol>	Learners are guided to: <ul style="list-style-type: none"> <li>brainstorm in groups, the meaning of prophecy</li> <li>read in turns Isaiah 9:6-7 and Jeremiah 23:5-6, and discuss the prophecies about Jesus Christ</li> <li>conduct an online/library search on the prophecies about the coming of Jesus Christ and present the points to the class</li> <li>use flashcards to write Bible texts on prophecies about the coming of Jesus Christ</li> <li>read in turns Matthew 1:18-23 and state how Jesus Christ fulfilled the Old Testament prophecies</li> </ul>	<ol style="list-style-type: none"> <li>What are the roles of prophets today?</li> <li>Why was the birth of John the Baptist important?</li> </ol>



		<p>f) apply the message of John the Baptist in day-to-day life.</p>	<ul style="list-style-type: none"> <li>● summarise on charts how Jesus Christ fulfilled the Old Testament prophecies</li> <li>● read in turns, Luke 1:5-25; explain the text and summarise main points on charts</li> <li>● read Luke 1:57-66 and make short notes about John the Baptist</li> <li>● role-play the annunciation and birth of John the Baptist and record it using a digital device</li> <li>● read Luke 3:16 and John 1:29-30; and discuss what they learnt from the text</li> <li>● compose a poem on how the birth of John the Baptist relates to the coming of Jesus Christ</li> <li>● in pairs, read Luke 3:7-15 and discuss the message of John the Baptist</li> </ul>	
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			<ul style="list-style-type: none"> <li>● dramatise how they apply the message of John the Baptist in their lives today</li> <li>● brainstorm on the values they need to avoid evils condemned by John the Baptist.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital literacy: learners search the internet on the prophecies about the coming of the Messiah.</li> <li>● Imagination and creativity: learners compose a poem on how the birth of John the Baptist relates to the coming of Jesus Christ.</li> <li>● Critical thinking: learners discuss the relevance of the message of John the Baptist to Christians today.</li> <li>● Citizenship: learners brainstorm on the values that Christians need to avoid evils condemned by John the Baptist.</li> <li>● Communication and collaboration: learners role-play the annunciation and birth of John the Baptist and record using a digital device.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Love: learners practice the teachings of John the Baptist by sharing/helping the needy.</li> <li>● Unity: learners work in groups to perform different tasks.</li> <li>● Social justice: learners brainstorm on how to can apply the message of John the Baptist in their lives.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Social Cohesion: learners apply the message of John the Baptist in their lives by practising and social justice.</li> <li>● Human rights: learners brainstorm on the values they need to avoid evils condemned by John the Baptist.</li> </ul>				



**Links to other subjects:**

- English language: learners read Bible texts and brainstorm on the meaning of prophecy, in groups.
- Computer Science: learners watch a video clip or listen to an audio record on the annunciation and birth of John the Baptist.
- Social Studies: learners read in turns Luke 3:7-15 and discuss the message of John the Baptist and its relevance to their daily lives.

**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to outline the prophecies about the coming of Jesus Christ.	Comprehensively outlines the prophecies about the coming of Jesus Christ and quotes relevant Bible texts.	Outlines the prophecies about the coming of Jesus Christ.	Outlines some of the prophecies about the coming of Jesus Christ.	Outlines some of the prophecies about the coming of Jesus Christ with prompts.
Ability to explain how Old Testament prophecies about the Messiah were fulfilled in Jesus Christ.	Explains how Old Testament prophecies about the Messiah were fulfilled in Jesus Christ using relevant examples.	Explains how Old Testament prophecies about the Messiah were fulfilled in Jesus Christ.	Explains how some of the Old Testament prophecies about the Messiah were fulfilled in Jesus Christ.	Explains how some of the Old Testament prophecies about the Messiah were fulfilled in Jesus Christ and leaves out many details.



Ability to describe the annunciation and birth of John the Baptist.	Comprehensively describes the annunciation and birth of John the Baptist and gives relevant Bible texts.	Describes the annunciation and birth of John the Baptist.	Describes the annunciation and birth of John the Baptist but leaves out some details.	Describes the annunciation and birth of John the Baptist but leaves out many details.
Ability to relate the birth of John the Baptist to the coming of Jesus Christ.	Relates the birth of John the Baptist to the coming of the Messiah with appropriate examples.	Relates the birth of John the Baptist to the coming of the Messiah.	Relates some aspects of the birth of John the Baptist to the coming of the Messiah.	Relates only one aspect of the birth of John the Baptist to the coming of the Messiah.
Ability to apply the message of John the Baptist in day-to-day life.	Always applies the message of John the Baptist in day-to-day life.	Almost always applies the message of John the Baptist in their day-to-day lives	Sometimes applies the message of John the Baptist in day-to-day life.	With prompts applies the message of John the Baptist in day-to-day life.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>4.0 The Early life of Jesus Christ</b></p>	<p><b>4.2 The Birth and Childhood of Jesus Christ</b></p> <p><b>(6 lessons)</b></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) analyse the events that took place during the annunciation and the birth of Jesus Christ</p> <p>b) describe the dedication of Jesus Christ in the Temple for spiritual growth</p> <p>c) discuss the story of Jesus in the Temple with elders to understand His mission</p> <p>d) identify the values learnt from the birth and childhood of Jesus Christ</p> <p>e) appreciate the dedication of Jesus Christ and relate it to similar practices in the churches today.</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>● read in turns Luke 1:26-38 and Luke 2:1-20</li> <li>● in pairs, list the events that took place during the annunciation and birth of Jesus Christ</li> <li>● write the points on charts and present to the class.</li> <li>● brainstorm on how children are dedicated in the church today</li> <li>● read in turns Luke 2:22-38 and write short notes</li> <li>● in groups, discuss the importance of the dedication of Jesus Christ in the Temple</li> <li>● read Luke 2:41-52 and explain the story of Jesus Christ at the Temple with the elders</li> </ul>	<ol style="list-style-type: none"> <li>1. Which events take place during the dedication of a child in your church?</li> <li>2. Why do Christians celebrate the birth of Jesus Christ?</li> </ol>



			<ul style="list-style-type: none"> <li>● draw a picture map on the story of Jesus Christ with the elders in the Temple</li> <li>● in pairs, write on flash cards values that Christians learn from the birth and childhood of Jesus Christ.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn: learners write on flash cards values that Christians learn from the birth and childhood of Jesus Christ.</li> <li>● Communication and collaboration: in groups, learners discuss the importance of the dedication of Jesus Christ in the Temple.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Love: the birth of Jesus Christ is a demonstration of God’s love for humankind.</li> <li>● Peace: learners acquire values from the early life of Jesus Christ which lead to peaceful coexistence.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Child rights and protection: the parents of Jesus were concerned with His welfare they looked for Him when he was left in the Temple.</li> <li>● Effective Communication: learners brainstorm how children are dedicated in churches today.</li> </ul>				



**Links to other subjects:**

- Social Studies: the parents of Jesus were concerned about His welfare.
- English Language: learners make presentations in class on annunciation and the birth of Jesus Christ.

**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to analyse the events that took place during the annunciation and the birth of Jesus Christ.	Comprehensively analyses the events that took place during the annunciation and birth of Jesus Christ.	Analyses the events that took place during the annunciation and birth of Jesus Christ.	Analyses some of the events that took place during the annunciation and birth of Jesus Christ.	Analyses some of the events that took place during the annunciation and birth of Jesus Christ with assistance.
Ability to describe the dedication of Jesus Christ in the Temple.	Exhaustively describes the dedication of Jesus Christ in the Temple.	Describes the dedication of Jesus Christ in the Temple.	Describes the dedication of Jesus Christ in the Temple but leaves out some details.	Describes the events that took place during the birth of Jesus but leaves out many details.
Ability to discuss the story of Jesus	Exhaustively discusses the story of Jesus in the	Discusses the story of Jesus in the Temple with the elders.	Discusses some aspects of the story of Jesus in the Temple.	Discusses only one aspect of the story of Jesus in the Temple.





in the Temple with elders.	Temple with the elders and provides relevant examples.			
Ability to identify the values Christians learn from the birth and childhood of Jesus Christ.	Identifies values Christians learn from the birth and childhood of Jesus Christ using illustrations.	Identifies values Christians learn from the birth and childhood of Jesus Christ.	Identifies some of the values Christians learn from the birth and childhood of Jesus Christ.	Identifies some of the values Christians learn from the birth and childhood of Jesus Christ when prompted.



## STRAND 5.0: THE CHURCH

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 The Church</b>	<b>5.1 Selected Forms of Worship</b>  (5 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain the biblical teachings on selected forms of worship</li> <li>b) discuss the importance of prayer and fasting to Christians</li> <li>c) outline how one practises the teachings of Jesus Christ on prayer and fasting</li> <li>d) practise different forms of worship in his/her day-to-day life</li> </ol>	Learners are guided to: <ul style="list-style-type: none"> <li>● Share experiences of how worship is done in his/her church</li> <li>● In pairs, discuss the meaning of “worship”</li> <li>● read in turns Exodus 15:20-21, Psalm 30:11-12; 96:1-2, 150:1-5, Ephesians 5:19; and discuss the Bible texts on praise and thanksgiving as a form of worship</li> <li>● brainstorm, in groups, why prayer and fasting is an important form of worship</li> <li>● use a digital device or a poster to summarise points on the importance of prayer and fasting</li> <li>● in groups, read Luke 4:1-2, Act 13:1-3, Matthew 6:9-13, 1 Thessalonians 5:16-18; write</li> </ul>	Why is prayer and fasting important to you as a Christian?



		e) desire to use different forms of worship to build a strong relationship with God.	lessons learnt and make a presentation using a digital device <ul style="list-style-type: none"> <li>● in pairs, read Matthew 6:16 and discuss, <i>conduct</i>, during fasting</li> <li>● write a journal on how one practises different forms of worship and share with a friend</li> <li>● debate on the topic, “ <i>we were created to worship God.</i> ”</li> <li>● in groups, read Psalm 150:1-5 and compose a song</li> <li>● sing a song on the Lord's prayer in class.</li> </ul>	
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**Core competencies to be developed:**

- Creativity and imagination: learners compose a song based on Psalm 150:1-5.
- Learning to learn: learners discuss the importance of prayer and fasting.
- Self-efficacy: learners write a journal on how one practises different forms of worship and share with a friend.
- Critical thinking: learner’s debate on the topic, ‘*We were created to worship God*’.

- Respect: learners accommodate each other’s views as they share experiences on how worship is done in their churches.
- Unity: learners demonstrate harmony as they work in groups, read Bible texts and make presentations using digital devices or charts.



**Pertinent and Contemporary Issues (PCIs):**

- Spiritual development: learners brainstorm, in groups, why prayer and fasting is an important form of worship.
- Effective communication: learners debate on the topic, '*We were created to worship God*'.

**Links to other subjects:**

- Performing Arts: learners sing a song on the Lord's Prayer.
- Computer Studies: learners make presentations using digital devices.

**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to explain the Biblical teachings on selected forms of worship.	Using relevant examples, explains the Biblical teachings on selected forms of worship.	Explains the Biblical teachings on selected forms of worship.	Explains some of the Biblical teachings on selected forms of worship.	With prompts explains Biblical teaching on selected forms of worship.
Ability to discuss the importance of prayer and fasting to Christians.	Comprehensively discusses the importance of prayer and fasting to Christians.	Discusses the importance of prayer and fasting to Christians.	Partly discusses the importance of prayer and fasting to Christians.	With assistance discusses the importance of prayer and fasting to Christians.



Ability to outline how one practices the teachings of Jesus Christ on prayer and fasting.	Outlines and explains how one practices the teachings of Jesus Christ on prayer and fasting.	Outlines how one practices the teachings of Jesus Christ on prayer and fasting.	Outlines some of the ways one practices the teachings of Jesus Christ on prayer and fasting.	Outlines ways one practices the teachings of Jesus Christ on prayer and fasting with prompts.
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 The Church</b>	<b>5.2 Role of the Church in Education and Health</b>  (4 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) discuss the contribution of the Church towards education and health in Kenya</li> <li>b) identify barriers to effective Church mission work in education and health in Kenya today</li> <li>c) appreciate the contribution of the Church to education and health.</li> </ol>	Learners are guided to: <ul style="list-style-type: none"> <li>● in groups brainstorm on health care facilities established by churches in his/her community</li> <li>● use google maps/County maps to identify health care facilities established by the church in Kenya today</li> <li>● carry out an online search on the role of the church in education and health and present findings in class</li> <li>● in groups, discuss and summarise on charts the barrier to effective church mission work in health and education</li> <li>● interview resource persons on the contribution of the church to education and health in Kenya today.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why does the church establish schools and health facilities?</li> <li>2. Which challenges does the church face in promoting health and education in Kenya?</li> </ol>



**Core Competencies to be developed:**

- Digital literacy: learners carry out an online search on the role of the church in education and health and use google map to identify schools and health care facilities established by the church in Kenya today.
- Learning to learn: learners identify and summarise on a chart barriers to effective church mission work in Kenya today.

**Values:**

- Unity: learners in groups brainstorm on health care facilities established by churches in his/her community.
- Love: learners appreciate the role-played by the church in establishing schools and health facilities.

**Pertinent and Contemporary Issues (PCIs):**

- Health issues in education: learners use google maps/County maps to identify health care facilities established by the church in Kenya today.
- Resource mobilization and utilization: Learners interview a resource person on the contribution of the church in education and health in Kenya today.

**Links to other subjects:**

- English language: learners' interview resource persons on the contribution of the church in education and health in Kenya.
- Computer Studies: learners use google map to identify the schools and health care facilities established by the church in Kenya.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to discuss the contribution of the church towards education and health in Kenya.	Exhaustively discusses the contribution of the church towards education and health in Kenya.	Discusses the contribution of the church towards education and health in Kenya.	Discusses the contribution of the church towards education and health in Kenya and leaves out some details.	Discusses the contribution of the church towards education and health in Kenya and leaves out many details.
Ability to identify barriers to effective church mission work in education and health.	With relevant examples identifies barriers to effective church mission work in education and health.	Identifies barriers to effective church mission work in education and health.	Identifies some of the barriers to effective church mission work in education and health.	Requires prompting to identify barriers to effective church mission work in education and health.





## STRAND 6.0: CHRISTIAN LIVING TODAY

Strand	Sub-strand	Specific Learning Outcomes	Learning Experiences	Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.1 Human Sexuality</b>  (5 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain the meaning of human sexuality for holistic development</li> <li>b) discuss healthy and unhealthy relationships for responsible living</li> <li>c) examine the circumstances that lead to unhealthy relationships</li> <li>d) outline the consequences of engaging in sex before marriage</li> </ol>	Learners are guided to: <ul style="list-style-type: none"> <li>● brainstorm on the meaning of human sexuality</li> <li>● in pairs, discuss healthy and unhealthy relationships</li> <li>● in groups, discuss circumstances that can lead to sexual temptations</li> <li>● brainstorm on how to avoid temptations/tempting places</li> <li>● role-play on how to overcome a tempting situation</li> <li>● in pairs, read I Corinthians 6:9 and 18 and discuss the meaning of the Bible texts</li> <li>● read Philippians 4:8-9 and Galatians 5:23, reflect on the verses, and keep a journal on values and life skills they apply as they relate with others</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should you not engage in sex before marriage</li> <li>2. Which values do you need to live a chaste life as a boy or girl?</li> <li>3. Which life skills do you need to maintain healthy relationships?</li> </ol>



		<p>e) apply Christian values as one relates with others.</p>	<ul style="list-style-type: none"> <li>● write 1 Thessalonians 4:3 on a flashcard, recite it, and display it in class</li> <li>● list/mention the negative effects of engaging in sex before marriage</li> <li>● listen to and engage a resource person on values guiding good morals and write key points</li> <li>● reflect on their relationships and journal their resolve to remain chaste until marriage as they depend on God’s strength/prayer</li> <li>● carry out a debate in class on <i>‘it is possible for a young person to remain chaste until marriage’</i>.</li> <li>● compose and sing a song titled, ‘Lord help me overcome temptations’.</li> </ul>	
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**Core Competencies:**

- Learning to learn: learners brainstorm on how to avoid temptations/tempting places.
- Self-efficacy: learners journal their resolve to remain chaste until marriage as they depend on God’s strength/prayer.
- Communication and collaboration: learners debate on *‘it is possible for a young person to remain chaste until marriage’*.



**Values:**

- Respect for one another: learners brainstorm on the meaning of, ‘healthy and unhealthy male-female relationships’.
- Responsibility: learners compose and sing a song titled, ‘Lord help me overcome temptations’.
- Integrity: learners journal their resolve to remain chaste until marriage as they depend on God’s strength/prayer.
- Peace: learners resolve to have healthy relationships.

**Pertinent and Contemporary Issues (PCIs):**

- Effective communication: learners in groups discuss circumstances that can lead to sexual temptations
- Self-awareness and Assertiveness: learners read Philippians 4:8-9 and Galatians 5:23 reflect, and keep a journal on values and life skills they apply as they relate with others
- Peer pressure resistance: learners brainstorm on how to avoid temptations/tempting place

**Links to other subjects:**

- English language: learners read scriptures, debate, and express themselves in different contexts
- Performing Arts: learners compose and sing a song titled, ‘Lord help me overcome temptations’
- Life skills Education: learners list/mention the negative effects of engaging in sex before marriage



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to explain the meaning of human sexuality for holistic development.	Comprehensively and with relevant examples explains the meaning of human sexuality.	Explains the meaning of human sexuality.	Explains the meaning of human sexuality but leaves out some details.	Explains the meaning of human sexuality but leaves out many details.
Ability to discuss healthy and unhealthy relationships for responsible living.	With appropriate examples, discusses healthy and unhealthy relationships for responsible living.	Discusses healthy and unhealthy relationships for responsible living.	Discusses some aspects of healthy and unhealthy relationships for responsible living.	With prompts, discusses aspects of healthy and unhealthy relationships for responsible living.
Ability to examine the circumstances that lead to unhealthy relationships.	Examines the circumstances that lead to unhealthy relationships and gives relevant illustrations.	Examines the circumstances that lead to unhealthy relationships.	Examines some circumstances that lead to unhealthy relationships.	Examines some of the circumstances that lead to unhealthy relationships but leaves out many details.



Ability to outline the consequences of engaging in sex before marriage.	Comprehensively outlines the consequences of engaging in sex before marriage.	Outlines the consequences of engaging in sex before marriage.	Outlines some of the consequences of engaging in sex before marriage.	With assistance outlines the consequences of engaging in sex before marriage.
Ability to apply Christian values as he/she relates with others.	Always applies Christian values as one relates with others.	Often applies Christian values as he/she relates with others.	Sometimes applies Christian values as he/she relates with others.	Rarely applies Christian values as he/she relates with others.



Strand	Sub-strand	Specific Learning Outcomes	Learning Experiences	Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.2 Christian Marriage and Family</b>  (5 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) discuss the biblical teachings on marriage and family</li> <li>b) explain ways through which Christians promote values among young people before marriage</li> <li>c) identify skills that young people need to contribute toward stable families</li> <li>d) appreciate the importance of marriages and families as sacred institutions.</li> </ol>	Learners are guided to: <ul style="list-style-type: none"> <li>● brainstorm in pairs different types of families</li> <li>● read in turns Genesis 2:23-24; Ephesians 5:22-33; and summarise the biblical teachings on marriage</li> <li>● read in turns, Exodus 20:12; Psalm 127:3-5; Ephesians 6:4 and summarise the biblical teachings on family</li> <li>● interview a religious leader or a resource person on ways in which Christians promote values among young people before marriage</li> <li>● in groups, summarise on a chart, values needed by young people during courtship</li> </ul>	<ol style="list-style-type: none"> <li>1. How do Christians prepare for marriage?</li> <li>2. Why is it important for families to live harmoniously?</li> </ol>



			<ul style="list-style-type: none"> <li>● carry out an online or library search on the skills young people need to contribute towards stable families</li> <li>● write key findings on charts or flashcards</li> <li>● role-play a scenario depicting a stable Christian family</li> <li>● compose and recite a poem on '<i>God is the centre of stable families.</i>'</li> </ul>	
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**Core Competencies:**

- Critical thinking and problem solving: learners write key findings on the skills young people need to contribute towards stable families
- Learning to learn: learners interview a religious leader or resource person on ways in which Christians promote values among young people before marriage
- Digital literacy: learners carry out an online search on the skills required to sustain and support stable families in the society
- Creativity and imagination: the learners compose and recite a poem on '*God is the centre of stable families.*'

**Values:**

- Unity: learners perform activities in groups and participate in different roles



- Responsibility: learners carry out an online or library search on the skills young people need to contribute towards stable families

**Pertinent and Contemporary Issues (PCIs):**

- Self-awareness: learners in groups, summarise on a chart, values needed by young people during courtship
- Social cohesion: learners evaluate the skills required to sustain and support stable families in the society

**Links to other subjects:**

- Social Studies: learners learn about marriage and families as social institutions
- English Language: learners compose and recite a poem on ‘*God is the centre of stable families.*’
- Computer Studies: learners carry out an online search on the skills required to sustain and support stable families in the society.

**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to discuss the biblical teachings on marriage and family.	Comprehensively and with relevant examples discusses the biblical teachings on marriage and family.	Discusses the biblical teachings on marriage and family.	Discusses the biblical teachings on marriage and family but leaves out some details.	Discusses the biblical teachings on marriage and family but leaves out many details.





Ability to explain ways through which Christians promote values among young people before marriage.	Exhaustively explains ways through which Christians promote values among young people before marriage.	Explains ways through which Christians promote values among young people before marriage.	Explains some ways through which Christians promote values among young people before marriage.	Only mentions a few ways through which Christians promote values among young people before marriage.
Ability to identify the skills that young people need to contribute towards stable families.	Identifies the skills that young people need to contribute towards stable families and provides relevant examples.	Identifies the skills that young people need to contribute towards stable families.	Identifies most of the skills that young people need to contribute towards stable families.	Requires guidance to identify the skills that young people need to contribute towards stable families.



Strand	Sub-strand	Specific Learning Outcomes	Learning Experiences	Key Inquiry Question(s)
<b>6.0 Christian Living</b>	<b>6.3 Alcohol, drugs, and substance use</b>  <b>(5 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) identify types of drugs commonly abused by youths in Kenya today b) discuss reasons why young people abuse drugs today c) explore effects of alcohol, drug and substance use on individuals and families d) discuss the biblical teaching on alcohol, drug and substance use for responsible living e) apply values and skills acquired to avoid alcohol, drug and substance use	Learners are guided to: <ul style="list-style-type: none"> <li>● in pairs, brainstorm on the meaning of alcohol, drug and substance use and share with the class</li> <li>● list drugs commonly abused by youths in Kenya today</li> <li>● share experiences of persons you know who abused drugs and the effects it had on them</li> <li>● conduct an internet/library search on the effects of abusing drugs and alcohol and make a presentation in class</li> <li>● in groups, discuss the causes of alcohol, drugs and substance use today</li> <li>● read in turns Ephesians 5:18, Proverbs 20:1, 1 Corinthians 3:17 and 1 Corinthians 6:9-10</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do young people abuse drugs and alcohol today?</li> <li>2. Which skills and values do you need to avoid alcohol, drugs and substance use?</li> </ol>



		f) desire to live a life free of alcohol, drug and substance use	<ul style="list-style-type: none"> <li>● in pairs, share lessons learnt from the Bible texts and make notes</li> <li>● debate on skills and values required to avoid alcohol, drug and substance use</li> <li>● listen to a resource person, share success stories on overcoming alcohol, drug and substance use</li> <li>● reflect and journal on ways to avoid alcohol, drugs and substance use.</li> </ul>	
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**Core Competencies to be developed:**

- Digital literacy: learners conduct an internet search on the effects of using alcohol and drugs and make a presentation in class.
- Learning to learn: learners discuss the causes of alcohol, drugs and substance use today.
- Citizenship: learners desire to live free from alcohol, drug and substance use.
- Communication and collaboration: learners discuss in groups the causes of alcohol, drugs and substance use today.

**Values:**

- Responsibility: learners make the right decisions to avoid alcohol, drug and substance use.
- Respect: learners avoid situations that can lead to use and abuse of alcohol and drugs.



- Patriotism: the learners decide to live responsibly by not abusing drugs and alcohol.

### **Pertinent Contemporary Issues (PCIs)**

- Critical and creative thinking: learners critically assess and avoid situations that can lead to alcohol, drug and substance use.
- Assertiveness: learners say no to alcohol, drugs and substance use.
- Decision-making: learners make right decisions not to involve themselves in the use of alcohol, drugs and substance use.
- Guidance and counselling: learners are guided on skills and values needed to avoid alcohol, drugs and substance use.

### **Links to other subjects:**

- Health Education: learners learn the negative effects of alcohol, drug and substance use from a resource person.
- Computer Studies: learners conduct an online search on the causes and effects of alcohol, drugs and substance use.
- Life Skills Education: learners brainstorm on causes of alcohol, drug and substance use and values/skills needed for responsible living.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify types of drugs commonly abused by youths in Kenya today.	Identifies and gives relevant examples of types of drugs commonly abused by youth in Kenya today.	Identifies types of drugs commonly abused by youths in Kenya today.	Identifies some of the drugs abused by youths in Kenya today.	Identifies only a few drugs commonly abused by youths in Kenya today.
Ability to discuss reasons why young people abuse drugs today.	Discusses in detail reasons why young people abuse drugs today.	Discusses the reasons why young people abuse drugs today.	Discusses most of the reasons why young people abuse drugs today but leaves out some details.	Discusses some of the reasons why young people abuse drugs today but leaves out many details.
Ability to explore the effects of alcohol, drug and substance use on individuals and families.	Identifies and explores the effects of alcohol, drug and substance use on individuals and families.	Explores the effects of alcohol, drug and substance use on individuals and families.	Explores some of the effects of alcohol, drug and substance use on individuals and families.	With prompts explores some of the effects of alcohol, drug and substance use on individuals and families.



<p>Ability to discuss the biblical teachings on alcohol, drug and substance use for responsible living.</p>	<p>Comprehensively discusses the biblical teachings on alcohol, drug and substance use.</p>	<p>Discusses the biblical teachings on alcohol, drug and substance use.</p>	<p>Discusses some of the biblical teachings on alcohol, drug and substance use but leaves out some details.</p>	<p>Discusses some of the biblical teachings on alcohol, drug and substance use but leaves out many details.</p>
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Strand	Sub-strand	Specific Learning Outcomes	Learning Experiences	Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.4 Gambling (5 lessons)</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>explain the biblical teachings on gambling for responsible living</li> <li>discuss the causes of gambling in society today</li> <li>examine the effects of gambling on individuals and families</li> <li>explore measures taken by Christians and the government to help young people overcome gambling</li> <li>apply the skills and values learnt to live responsibly/ avoid gambling</li> </ol>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>in groups, discuss what they know about gambling</li> <li>brainstorm in pairs, the meaning and types of gambling</li> <li>read in turns, 1 Timothy 6:9-10; Proverbs 13:11 and 28:20-22, summarise the points on charts, and present to the class</li> <li>in groups, use digital devices/read relevant textbooks to identify causes of gambling, and share in class</li> <li>role-play the effects of gambling on individuals and families</li> <li>listen to a resource person give a talk/speech on</li> </ul>	<ol style="list-style-type: none"> <li>What are the effects of gambling?</li> <li>Why do people engage in gambling?</li> </ol>



		<p>f) desire to live a gambling-free life for his/her well-being.</p>	<p>negative effects of gambling on individuals and families</p> <ul style="list-style-type: none"> <li>● read in turns Proverbs 13:11 and Hebrews 13:5; on how to overcome love for material wealth/money</li> <li>● discuss measures taken by Christians and the government to help young people overcome gambling</li> <li>● conduct an online or library search on strategies for avoiding gambling</li> <li>● brainstorm on “<i>skills and values we need to avoid gambling.</i>”</li> <li>● share success stories of individuals who have overcome gambling.</li> </ul>	
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**Core Competencies to be developed:**

- Learning to learn: learners read Bible texts, summarise main points and make presentations to the class.
- Communication and collaboration: learners’ debate on measures taken by Christians and the government to help young people overcome gambling.
- Critical thinking and problem solving: the learners role-play the effects of gambling and how to overcome it





**Values:**

- Responsibility: learners make the right decisions to avoid gambling.
- Respect for self and others: learners avoid situations that can lead to gambling.

**Pertinent Contemporary Issues (PCIs)**

- Assertiveness: learners say no to gambling.
- Decision making: learners make the right decisions not to get involved in gambling.
- Learner support programmes: guidance and counselling: learners listen to a talk from a resource person on the effects of gambling.
- Health issues: the learners advocate for human wellness.

**Links to other subjects:**

- Health Education: they learn the effects of gambling.
- Performing Arts: learners role-play the effects of gambling on individuals and families.
- Computer Studies: learners conduct an online search on strategies needed to avoid gambling.
- Life Skills Education: learners brainstorm on values and life skills needed to avoid gambling.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify the biblical teachings on gambling.	Comprehensively identifies the biblical teachings on gambling.	Identifies the biblical teachings on gambling.	Identifies some of the biblical teachings on gambling.	With assistance identifies some biblical teachings on gambling.
Ability to discuss the causes of gambling in society today.	Discusses the causes of gambling in the society today using relevant examples.	Discusses the causes of gambling in society today.	Discusses some of the causes of gambling in society today.	Requires support to discuss causes of gambling in the society today.
Ability to examine the effects of gambling on individuals and families.	With relevant examples, examines the effects of gambling on individuals and families.	Examines the effects of gambling on individuals and families.	Examines some of the effects of gambling on individuals and families.	Requires assistance to examine the effects of gambling on individuals and families.
Ability to explore measures taken by Christians and the government to help young people to overcome gambling.	Identifies and explores measures taken by Christians and the Government to help young people overcome gambling.	Explores measures taken by Christians and the Government to help young people overcome gambling.	Explores some measures taken by Christians and the Government to help young people overcome gambling.	With prompts explores measures taken by Christians and the Government to help young people overcome gambling.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.5 Social Media ( 5 lessons)</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify different social media platforms used by young people today</li> <li>b) discuss ways of using social media responsibly</li> <li>c) examine ways in which social media is misused today</li> <li>d) discuss ways one should respond to cyberbullying</li> <li>e) apply Christian values as they use different social media platforms</li> <li>f) desire to use social media/internet appropriately as God-fearing Christians.</li> </ul>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>● list different social media platforms they interact with</li> <li>● brainstorm on the dangers of chatting/meeting with online strangers</li> <li>● in pairs, share precautions they need to exercise as they engage on social media platforms</li> <li>● in groups, discuss how social media is misused today and make a PowerPoint presentation in class</li> <li>● in pairs brainstorm on cyberbullying and how to respond to it</li> <li>● write sensitisation messages on charts/posters on values</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should you be cautious when using social media?</li> <li>2. Which life skills and values do you need as you use social media platforms?</li> </ol>



			<p>and skills they need as they use social media platforms</p> <ul style="list-style-type: none"> <li>● interview a resource person on responsible use of social media</li> <li>● role-play responsible and irresponsible use of social media.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn: learners interview a resource person on responsible use of social media.</li> <li>● Self-efficacy: learners write sensitisation messages on charts/posters on values they need as they engage on social media platforms.</li> </ul>				
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>● Integrity: learners write sensitisation messages on charts/posters on values and skills they need as they use social media platforms.</li> <li>● Responsibility: learners in pairs share precautions they need to exercise as they engage on social media platforms.</li> <li>● Respect: learners respect self and others as they use social media responsibly.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Self-awareness and self-esteem; learners share experiences on values needed to overcome peer pressure.</li> <li>● Decision-making: learners in groups discuss and make a decision not to visit sites that can corrupt their morals.</li> <li>● Assertiveness: learners in pairs brainstorm on how to respond to cyberbullying.</li> </ul>				



**Links to other subjects:**

- English Language: learners interview a resource person on responsible use of social media.
- Computer Studies: learners in groups discuss how social media is misused today and make a PowerPoint presentation in class.
- Performing Arts: learners role-play responsible and irresponsible use of social media.

**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify different social media platforms used by young people today.	Comprehensively identifies different social media platforms used by young people today.	Identifies different social media platforms used by young people today.	Identifies some of the social media platforms used by young people today.	Identifies with prompts, some of the social media platforms used by young people today.
Ability to discuss ways of using social media responsibly.	Exhaustively discusses ways of using social media responsibly.	Discusses ways of using social media responsibly.	Discusses ways of using social media responsibly but leaves out some details.	Discusses ways of using social media responsibly, but leaves out many details.



Ability to examine ways in which social media is misused today.	Correctly and comprehensively examines ways in which social media is misused today.	Examines ways in which social media is misused today.	Examines some ways in which the social media is misused today.	With assistance examines ways in which the social media is misused today.
Ability to discuss ways one should respond to cyberbullying.	Correctly discusses ways one should respond to cyberbullying with relevant examples.	Discusses ways one should respond to cyberbullying.	Discusses ways one should respond to cyberbullying, but leaves out some details.	Discusses ways one should respond to cyberbullying, but leaves out many details.



## GUIDELINES ON COMMUNITY SERVICE LEARNING CLASS ACTIVITY

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners to reflect, experience, and learn from the community. CSL is expected to benefit the learner, the school, and the local community. Knowledge and skills on how to carry out a CSL project has been covered in Life Skills Education (LSE).

All learners in Grade 7 will be expected to participate in only one CSL class activity. The activity will allow learners to practise the CSL project skills covered under LSE. This activity will be undertaken in groups for purposes of learning. Learners will be expected to apply knowledge and skills to carry out an activity of their choice as per the guidelines provided in the template. The learning approach will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners to execute a simple school-based integrated CSL class activity. This activity can be done in 4 to 6 weeks outside the classroom time.

### CSL Skills to be covered:

- i) **Research:** Learners will develop research skills as they investigate PCIs to address the activity, ways, and tools to collect the data. They will also learn to analyse information and present their findings.
- ii) **Communication:** Learners will develop effective communication skills as they engage with peers and the school community members. These will include listening actively, asking questions, presentation skills using varied modes, etc.
- iii) **Citizenship:** Learners will explore opportunities for engagement as members of the school community and provide a service for the common good.
- iv) **Leadership:** Learners develop leadership skills as they take up various roles within the CSL activity.
- v) **Financial Literacy Skills:** Learners consider how they can undertake the project, as well as sourcing and utilising resources effectively and efficiently.
- vi) **Entrepreneurship:** Learners consider ways of generating income through innovation for the CSL class activity.



Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>The learners will be guided to consider the various PCIs provided in the various subjects in Grade 7 and choose one suitable to their context and reality</p>	<p>By the end of the CSL class activity, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify a problem in the school community through research,</li> <li>b) plan to solve the identified problem in the community,</li> <li>c) design solutions to the identified problem,</li> <li>d) implement solutions to the identified problem,</li> <li>e) share the findings with relevant actors,</li> <li>f) reflect on own learning and relevance of the project,</li> <li>g) appreciate the need to belong to a community</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● brainstorm on /pertinent and contemporary issues in their school that need attention</li> <li>● choose a PCI that needs immediate attention and explain why</li> <li>● discuss possible solutions to the identified issue</li> <li>● propose the most appropriate solution to the problem</li> <li>● discuss ways and tools they can use to collect information on a problem (questionnaires, interviews, observation)</li> <li>● develop tools for collecting the information/data</li> <li>● identify resources they need for the activity</li> <li>● collect the information/data using various means</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you determine community needs?</li> <li>2. Why is it necessary to be part of a community?</li> <li>3. How can you demonstrate a sense of belonging?</li> </ol>





		<ul style="list-style-type: none"><li>● develop various reporting documents on their findings</li><li>● use the developed tools to report on their findings</li><li>● implement the project</li><li>● collect feedback from peers and the school community regarding the CSL activity</li><li>● share the report on the activity through various media platforms to peers and the school community</li><li>● discuss the strengths and weaknesses of the implemented project and lessons learnt</li><li>● reflect on how the project enhanced own learning while at the same time facilitated service on an issue in the school community.</li></ul>	
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<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
The ability to identify and analyse a pertinent issue in society to be addressed.	Learner critically identifies and logically analyses a pertinent issue to be addressed.	Learner identifies and analyses a pertinent issue to be addressed.	Learner identifies and analyses a pertinent issue to be addressed with minimal support.	Learner requires support to critically identify and analyse the appropriate issue.
The ability to plan to solve the identified problem	Learner correctly and systematically establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner correctly establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner sometimes establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner has difficulty establishing resources needed, developing plans, assigning responsibilities, and generating data on the CSL project.
The ability to design solutions to the identified problem and implement them.	Learner constantly applies the knowledge and skills gained in subjects to address the identified problem.	Learner applies the knowledge and skills gained in subjects to address the identified problem.	Learner applies the knowledge and skills gained in subjects to address the identified problem with some support.	Learner requires a lot of probing to apply the knowledge and skills gained in subjects to address the identified problem.



Ability to share findings with relevant actors.	Learner comprehensively and confidently shares findings of the problem addressed in the activity.	Learner confidently shares findings of the problem addressed in the activity.	Learner shares some of the findings of the problem addressed in the activity.	Learner briefly shares findings of the problem addressed in the activity, but lacks the necessary details.
The ability to reflect on own learning and relevance of the activity.	Learner distinctively and clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner outlines the benefits of the CSL activity on the target community and own learning, a few unclear.	Learner struggles to outline the benefits of the CSL activity on the target community and own learning.



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

<b>Strand</b>	<b>Sub-strand</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Learning Resources</b>	<b>Non-Formal Learning activities</b>
<b>1.0 Introduction to CRE</b>	<b>1.1 Importance of Learning CRE in Junior secondary</b>	<ul style="list-style-type: none"> <li>● Oral /Aural Questions</li> <li>● Portfolio</li> <li>● Rubrics</li> <li>● Checklists</li> <li>● Anecdotal records</li> <li>● Written Assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● CRE Course Books</li> <li>● Flashcards</li> <li>● Charts</li> <li>● Digital Course Books-<a href="http://www.kec.ac.ke">www.kec.ac.ke</a></li> </ul>	Participate in societies such as CU and YCS to understand the benefits of learning CRE
<b>2.0 Creation</b>	<b>2.1 Accounts of Creation</b>	<ul style="list-style-type: none"> <li>● Observation schedules</li> <li>● Questionnaires</li> <li>● Journals</li> <li>● Anecdotal records</li> <li>● Project work</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● CRE Course Books</li> <li>● Digital Course Books-<a href="http://www.kec.ac.ke">www.kec.ac.ke</a></li> <li>● Realia</li> </ul>	Interview a resource person to get more information on Creation Accounts



	<b>2.2 Responsibility over Animals, Fish and Birds</b>	<ul style="list-style-type: none"> <li>● Oral/Aural Questions</li> <li>● Written Assignments</li> <li>● Journals</li> <li>● Portfolio</li> <li>● Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● Digital Course Books- www.kec.ac.ke</li> <li>● Course book for Grade 7</li> <li>● Pictures and photographs</li> <li>● Flashcards</li> <li>● Charts</li> </ul>	Write sensitisation messages on posters/charts on good stewardship and post them on the school notice board
	<b>2.3 Responsibility over Plants</b>	<ul style="list-style-type: none"> <li>● Observation schedules</li> <li>● Oral /Aural Questions</li> <li>● Project</li> <li>● Written Assignments</li> <li>● Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● Course books for Grade 7</li> <li>● Digital Course Books-www.kec.ac.ke</li> <li>● Pictures and photographs</li> </ul>	Participate in Environmental Club Activities
	<b>2.4 Use and Misuse of God’s Creation</b>	<ul style="list-style-type: none"> <li>● Oral/Aural Questions</li> <li>● Observation Schedule</li> <li>● Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>● Manilla papers</li> <li>● Pictures and photographs</li> <li>● Audio-visual resources</li> </ul>	Write sensitisation messages on posters/charts on good use of God’s creation



		<ul style="list-style-type: none"> <li>● Project</li> <li>● Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Maps</li> </ul>	
<b>3.0 The Bible</b>	<b>3.1 Functions of the Bible</b>	<ul style="list-style-type: none"> <li>● Questions and Answers</li> <li>● Observation Schedules</li> <li>● Bible quizzes</li> <li>● Rating scales</li> <li>● Anecdotal records</li> </ul>	<ul style="list-style-type: none"> <li>● CRE Course Books</li> <li>● Good News Bible</li> <li>● Posters</li> <li>● Charts</li> <li>● Digital Course Books- www.kec.ac.ke</li> <li>● Flashcards</li> <li>● Audio-visual resources</li> </ul>	Participate in Bible competitions/Symposium
	<b>3.2 Divisions of the Bible</b>	<ul style="list-style-type: none"> <li>● Questions and Answers</li> <li>● Check lists</li> <li>● Observation Schedules</li> <li>● Project</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● Manilla papers</li> <li>● Charts</li> <li>● Audio-Visual resources</li> <li>● Pictures and photographs</li> </ul>	Conduct a Bible Trivia on names and categories of Books of the Bible



	<b>3.3 Bible Translation</b>	<ul style="list-style-type: none"> <li>● Oral/Aural Questions</li> <li>● Written Assignments</li> <li>● Observation Schedule</li> <li>● Check lists</li> <li>● Rubrics</li> <li>● Rating Scales</li> <li>● Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● CRE Course Book</li> <li>● Charts</li> <li>● Pictures</li> <li>● Resource Persons</li> <li>● Posters</li> </ul>	<p>Write sensitisation messages on the socio - economic effects of Bible translations</p>
	<b>3.4 Leadership in the Bible: Moses</b>	<ul style="list-style-type: none"> <li>● Written Assignments</li> <li>● Oral/Aural Questions</li> <li>● Rating Scales</li> <li>● Peer assessments</li> <li>● Journals</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● CRE Course Books</li> <li>● Pictures and photographs</li> <li>● Bible Maps</li> <li>● Audio-Visual resources</li> <li>● Kenya Education Cloud</li> </ul>	<p>Make a presentation on qualities of a good leader to students vying for different leadership positions in the school</p>



<b>4.0 The Early life of Jesus Christ</b>	<b>4.1 Background to the Birth of Jesus Christ</b>	<ul style="list-style-type: none"> <li>● Observation Schedule</li> <li>● Oral/Aural Questions</li> <li>● Rubrics</li> <li>● Anecdotal records</li> <li>● Rating scales</li> <li>● Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● Posters</li> <li>● Models</li> <li>● Manilla papers</li> <li>● Pictures and photographs</li> <li>● CRE Course Books</li> <li>● Digital Course Books- <a href="http://www.kec.ac.ke">www.kec.ac.ke</a></li> <li>● Flashcards</li> <li>● Charts</li> <li>● Audio-visual resources</li> </ul>	Prepare a drama on the background of the birth of Jesus Christ and present it during clubs/societies
	<b>4.2 The Birth and Childhood of Jesus Christ</b>	<ul style="list-style-type: none"> <li>● Observation Schedule</li> <li>● Written Assignments</li> <li>● Oral/Aural Questions</li> <li>● Rubrics</li> <li>● Anecdotal records</li> <li>● Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● Posters</li> <li>● Manilla papers</li> <li>● Pictures and photographs</li> <li>● Newspaper Cuttings</li> <li>● CRE Course Books</li> </ul>	Role-play the story of Jesus at the temple during clubs and societies





			<ul style="list-style-type: none"> <li>● Digital Course Books- www.kec. ac.ke</li> <li>● Hymn Books</li> <li>● Pictures and photographs</li> <li>● Charts</li> <li>● Audio-visual resources</li> </ul>	
<b>5.0 The church in Action</b>	<b>5.1 Selected Forms of Worship</b>	<ul style="list-style-type: none"> <li>● Observation Schedule</li> <li>● Written Assignments</li> <li>● Oral/Aural Questions</li> <li>● Rubrics</li> <li>● Anecdotal records</li> <li>● Peer assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● Posters</li> <li>● Pictures and photographs</li> <li>● Newspaper Cuttings</li> <li>● CRE Course Books</li> <li>● Digital Course Books- www.kec. ac.ke</li> <li>● Hymn Books</li> <li>● Pictures and photographs</li> </ul>	Lead prayers during school assembly or academic day



	<b>5.2 Role of the Church in education and Health</b>	<ul style="list-style-type: none"> <li>● Oral/Aural Questions</li> <li>● Questionnaires</li> <li>● Self-assessment/</li> <li>● Peer Assessments</li> <li>● Portfolio</li> <li>● Rubrics</li> <li>● Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● Posters</li> <li>● Pictures and photographs</li> <li>● Newspaper Cuttings</li> <li>● CRE Course Books</li> <li>● Hymn Books</li> <li>● Pictures and photographs</li> </ul>	Participate in activities at the community and Church and write a report for presentation in class
<b>6.0 Christian Living Today</b>	<b>6.1 Human Sexuality</b>	<ul style="list-style-type: none"> <li>● Self-assessment</li> <li>● Peer assessments</li> <li>● Questions and Answers</li> <li>● Journals</li> <li>● Portfolio</li> <li>● Anecdotal records</li> <li>● Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● Posters</li> <li>● Pictures and photographs</li> <li>● Newspaper Cuttings</li> <li>● CRE Course Books</li> <li>● The Kenya Education Cloud-KEC</li> <li>● The internet</li> </ul>	Engage in debates on responsible and irresponsible sexual behaviour and values needed for responsible living



	<b>6.2 Christian Marriage and Family</b>	<ul style="list-style-type: none"> <li>● Questions and Answers</li> <li>● Rating Scales</li> <li>● Anecdotal records</li> <li>● Journals</li> <li>● Checklists</li> <li>● Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● Posters</li> <li>● Models</li> <li>● Charts</li> <li>● Manilla papers</li> <li>● Pictures and photographs</li> <li>● Newspaper Cuttings</li> <li>● CRE Course Books</li> <li>● Digital Course Books-<a href="http://www.kec.ac.ke">www.kec.ac.ke</a></li> </ul>	<p>Interview and engage a resource person on how young people should prepare for marriage and family</p>
	<b>6.3 Alcohol and substance use</b>	<ul style="list-style-type: none"> <li>● Observations</li> <li>● Oral/Aural Questions</li> <li>● Questionnaires</li> <li>● Anecdotal records</li> <li>● Journals</li> <li>● Checklists</li> <li>● Authentic tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● Manilla papers</li> <li>● Resource persons</li> <li>● Pictures and photographs</li> <li>● Newspaper Cuttings</li> <li>● CRE Course Books</li> </ul>	<p>Dramatise during parents day on effects of drugs, alcohol and substance use</p>



			<ul style="list-style-type: none"> <li>● Digital Course Books- www.kec. ac.ke</li> </ul>	
	<b>6.4 Gambling</b>	<ul style="list-style-type: none"> <li>● Checklists</li> <li>● Journals</li> <li>● Project</li> <li>● Anecdotal records</li> <li>● Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● Flashcards</li> <li>● Charts</li> <li>● Posters</li> <li>● Digital Course Books-www.kec. ac.ke</li> <li>● Pictures and photographs</li> <li>● Audio-visual resources</li> <li>● Flashcards</li> <li>● TV/radio lessons</li> </ul>	Initiate peer counselling in the school and report to the counselling teacher on progress achieved
	<b>6.5 Social Media</b>	<ul style="list-style-type: none"> <li>● Questionnaires</li> <li>● Observation Schedule</li> <li>● Checklists</li> <li>● Journals</li> <li>● Project</li> </ul>	<ul style="list-style-type: none"> <li>● Flashcards</li> <li>● Charts</li> <li>● Posters</li> <li>● Digital Course Books-www.kec. ac.ke</li> </ul>	Invite a resource person to talk to the class on values they need to avoid inappropriate use of social media platforms



		<ul style="list-style-type: none"><li>● Anecdotal records</li><li>● Authentic Tasks</li></ul>	<ul style="list-style-type: none"><li>● Pictures and photographs</li><li>● Flashcards</li><li>● Charts</li><li>● Digital Devices</li></ul>	
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