



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*A Skilled and Ethical Society*

**JUNIOR SCHOOL CURRICULUM DESIGN**

**CHRISTIAN RELIGIOUS EDUCATION**  
**GRADE 8**



First published in 2023

Revised 2024

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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 Constitution of Kenya 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, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms(PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation of the primary education cycle, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 8 curriculum designs build on competencies attained by learners at the end of Grade 7. 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 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 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.

**HON. EZEKIEL OMBAKI MACHOGU, CBS**  
**CABINET SECRETARY,**  
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## **PREFACE**

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 8 is the second grade of Junior School in the reformed education structure.

The reviewed Grade 8 curriculum furthers implementation of the CBC from Grade 7 in Junior School. 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 8 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. They 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 8 and prepare them for smooth transition to 9. 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 and review (*SNE adapt*) 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)2017, that responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate 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 revised Grade 8 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary-State Department of 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 8 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 and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade 8 and preparation of learners for transition to 9.

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## NATIONAL GOALS OF EDUCATION

Education in Kenya should:

### 1. **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. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

### 2. **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 which are 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 modernization. Education should assist our youth to adapt to this change.

#### b) **Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of 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 recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

### 3. **Promote individual development and self-fulfillment**

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

**4. 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 to grow up into self-disciplined, self-reliant and integrated citizens.

**5. Promote social equity and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

**6. 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 in order to build a stable and modern society.

**7. 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 of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

**8) Promote positive attitudes towards good health and environmental protection.**

Education should inculcate in young people the value of good health in order 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.



## LESSON ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/Kenya Sign Language (KSL)	4
3.	Mathematics	5
4.	Integrated Science	5
5.	Pre-Technical Studies	4
6.	Social Studies	4
7.	Religious Education (CRE/IRE/HRE)	4
8.	Agriculture	4
9.	Creative Arts and Sports	5
	Programme of Pastoral Instruction	1*
	<b>Total</b>	<b>40 +1*</b>

## **LEVEL 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, 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 concerns in society effectively.
9. Apply digital literacy skills for communication and learning.

## **ESSENCE STATEMENT**

Christian Religious Education is the study of God's self-revelation to people through personal experiences, his creation, the Holy Spirit, Jesus Christ and the word of God. Christian Religious Education at Junior School aims to build on competencies introduced at primary level. The subject seeks to support the holistic development of the learner morally, spiritually, emotionally and intellectually. The learner will thus be exposed to a broad range of biblical experiences for character formation and upright living.

Moral values, virtues and attitudes acquired will be used in facilitating learning. 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 competencies introduced at this level will lay a strong moral, spiritual and intellectual foundation for learners’ as they transition to the next grade.

The life approach method

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

1. Examine and appreciate God's plan of salvation after the fall of human beings at the Garden of Eden.
2. Analyse Biblical teachings to acquire knowledge, skills, values, and attitudes that enable him/her to make informed moral decisions.
3. Apply the teachings of Jesus Christ in his/her interactions with others to form harmonious relationships.
4. Take part in different activities both in church and the community as guided by the Word of God to foster responsibility.
5. Apply Christian morals values, life skills and attitudes in their daily interactions to overcome the challenges they face as young people.
6. Utilise research and digital literacy skills effectively and appropriately for acquisition and application of knowledge in different learning contexts.

## SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	Suggested Number of Lessons
1.0 Creation	1.1 Origin and Consequences of Sin	6
	1.2 God's plan for Redemption	6
2.0 The Bible	2.1 Faith and God's Promises	6
	2.2 Abrahamic Covenant	6
	2.3 Leadership in Israel (Saul)	6
3.0 The Life and Ministry of Jesus	Selected Miracles of Jesus Christ	
	3.1 Healing of Blind Bartimaeus	7
	3.2 Calming the Storm	7
	3.3 Healing of the Paralytic	7
4.0 Teachings of Jesus Christ	4.1 Teaching on Prayer	7
	4.2 The Lost Sheep	7
5.0 The Church	5.1 The Holy Spirit	7
	5.2 Acts of Compassion	7

Strand	Sub Strand	Suggested Number of Lessons
6.0 Christian Living Today	6.1 Family Relationships	6
	6.2 Human Sexuality <i>Responsible sexual behaviour</i>	7
	6.3 Sacredness of Life	7
	6.4 Bullying	7
	6.5 Work <i>Talents and Abilities</i>	7
	6.6 Leisure	7
<b>Total Number of Lessons</b>		<b>120</b>

**Note:** The suggested number of lessons per Sub Strand may be less or more depending on the context.

## STRAND 1.0 CREATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Creation</b>	<b>1.1 Origin and Consequences of Sin</b>  <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) identify the origin of sin from the scriptures provided, b) examine the consequences of sin after the fall of man, c) analyse the causes of sin today, d) discuss moral values and life skills needed to overcome temptations, e) pray to God to overcome temptations in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm with peers the meaning of <i>sin</i> according to the creation accounts and share findings in class,</li> <li>• search / read about the sins young people are likely to commit today,</li> <li>• read Genesis 3:1-13 and write short notes on the origin of sin,</li> <li>• read Genesis 3: 14-19, 23, 4:6-12, Genesis 11:1-9 and make notes on the consequences of sin,</li> <li>• discuss the causes of sin among young people today,</li> <li>• work with peers to buzz on how to overcome sin/temptations/tempting situations as a young person,</li> <li>• brainstorm on moral values and life skills needed to overcome temptations/sin; write the moral values and life skills on charts and display them in class,</li> </ul>	Why is it important to consider the consequences of something before acting?

			<ul style="list-style-type: none"> <li>• make a prayer to God every day for grace to overcome temptations</li> <li>• repent whenever they fall into temptation as guided in 1 John 1:9</li> <li>• write 1 John 1:9 on flashcards and meditate on it.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: the skill of teamwork and communicating effectively is enhanced as learners share in pairs and brainstorm in groups on how to overcome temptations.</li> <li>• Learning to learn: the skill of working collaboratively is exhibited as learners brainstorm on moral values and life skills needed to overcome temptations.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• Decision-making: learners in pairs buzz on how to overcome sins/ temptations/tempting situations</li> <li>• Spiritual development: learners make a prayer to God every day for grace to overcome temptations/write 1 John 1:9 on flashcards and meditate on it.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Responsibility: learners decide to avoid sin/temptations/tempting places.</li> <li>• Respect: learners accommodate each other's views and take turns in reading the Bible/sharing personal experiences.</li> </ul>				
<b>Link to other subjects:</b> <ul style="list-style-type: none"> <li>• English: learners read, debate, brainstorm and communicate effectively as they share personal experiences.</li> <li>• Social Studies: learners brainstorm on moral values and life skills needed to overcome temptations.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Creation</b>	<b>1.2 God's Plan for Redemption</b> <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) describe how God demonstrated His love to humankind after the fall of man b) examine how God's plan of salvation is fulfilled through Jesus Christ c) explain the importance of redemption after the fall of man d) take part in sharing the love of God with others e) appreciate God's saving grace in their day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> <li>in pairs buzz on the meaning of the word, '<i>redemption</i>' and share with the class</li> <li>brainstorm on how God demonstrated his love after the fall of mankind and make short notes</li> <li>in turns, read Genesis 3:15; Genesis 12:1-3, Isaiah 53:5-12 Isaiah 63:5, Galatians 1:3-5, Colossians 1:13-15, 2 Peter 3:9 on God's plan of salvation and make notes</li> <li>write sensitisation/awareness messages on charts or using a digital device on God's love and plan of salvation to mankind based on John 3:16</li> <li>in groups discuss the importance of redemption and make a presentation in class</li> <li>take part in sharing God's love through acts of mercy at school and in the community</li> </ul>	Why is God's redemptive plan important to Christians today?



			<ul style="list-style-type: none"> <li>• read Ephesians 1:7 and share their reflections on God's saving grace.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital literacy: the skill of using digital platforms is exhibited as learners write sensitisation/awareness messages using a digital device</li> <li>• Learning to learn: the skill of shared knowledge is portrayed as learners brainstorm how God demonstrated his love after the fall of humankind.</li> </ul>				
<b>Pertinent and Contemporary Issues(PCIs):</b> <ul style="list-style-type: none"> <li>• Analytical thinking: learners in groups discuss the importance of salvation to Christians today.</li> <li>• Effective communication: learners write sensitisation/awareness messages on charts or using digital devices.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Love: learners take part in sharing God's love by performing acts of mercy.</li> <li>• Unity: learners perform different activities/assignments in groups.</li> </ul>				
<b>Link to other subjects:</b> <ul style="list-style-type: none"> <li>• Social Studies: learners demonstrate social cohesion through acts of mercy and loving others.</li> <li>• English Language: learners read the Bible and make presentations in class.</li> </ul>				

<b>Suggested Assessment rubric</b>				
<b>Level Indicator</b>	<b>Exceeding</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below expectations</b>
Ability to analyse causes of sin today	Learner analyses causes of sin today and cites relevant examples	Learner analyses the causes of sin today.	Learner partially analyses causes of sin today.	Learner analyses causes of sin today when prompted.
Ability to discuss moral values and life skills needed to overcome temptations.	Learner uses relevant examples to discuss moral values and life skills needed to overcome temptations.	Learner discusses moral values and life skills needed to overcome temptations.	Learner discusses some moral values and life skills needed to overcome temptations.	Learner attempts to discuss moral values and life skills needed to overcome temptations.
Ability to describe how God demonstrated His love to humankind after the fall.	Learner uses relevant examples to describe how God demonstrated His love to humankind after the fall.	Learner describes how God demonstrated His love to humankind after the fall.	Learner partially describes how God demonstrated His love to humankind after the fall.	Learner with prompts describes how God demonstrated His love to humankind after the fall.
Ability to take part in sharing the love of God with others.	Learner takes part in sharing the love of God with others and encourages peers to do so.	Learner takes part in sharing the love of God with others.	Learner takes part in sharing the love of God with others when prompted.	Learner with consistent guidance takes part in sharing the love of God with others.

## STRAND 2.0 THE BIBLE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 The Bible</b>	<b>2.1 Faith and God's Promises</b>  (6 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the background to the call of Abraham, b) examine ways Abraham demonstrated faith in God, c) apply faith in different situations as exemplified by Abraham, d) analyse the promises made by God to Abraham and their importance to Christians today, e) apply God's promises in their day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> <li>• read Genesis 11:24-32, 12:1; discuss and make notes for presentation in class,</li> <li>• brainstorm and share with the class the meaning of the word, '<i>faith</i>.'</li> <li>• share experiences of how they exercise faith in God,</li> <li>• read Hebrews 11:1-6 and make notes in their exercise books or use a digital device,</li> <li>• brainstorm on how Abraham demonstrated faith in God,</li> <li>• in turns read and discuss Genesis 12:1-3, 15:1-6; 17:23-26, 21:1-7 and 22:1-14,</li> <li>• team up to role-play how God tested Abraham's faith; Genesis 22 1-19,</li> <li>• develop a weekly journal on how they exercise faith in God,</li> <li>• brainstorm on the meaning of the word, '<i>Promises</i>.'</li> </ul>	How do you exercise faith in relation to God's promises?

			<ul style="list-style-type: none"> <li>• list the promises made by God to Abraham,</li> <li>• read Genesis 12: 2-3, 15:1- 6, 17:1- 8, 17:15-18 and outline the promises made by God to Abraham for presentation in class,</li> <li>• discuss the importance of God's promises to Christians today,</li> <li>• brainstorm on how to apply God's promises in day-to-day life.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Learning to learn: the skill of working collaboratively is portrayed as learners brainstorm and work in groups.</li> <li>• Communication and collaboration: the skill of writing is demonstrated as learners develop a weekly journal on how they exercise faith in God.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• Social Awareness skills-effective communication: learners share experiences of how they exercise faith in God.</li> <li>• Spiritual Development: learners brainstorm on how to apply God's promises in their day-to-day life.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Unity: learners work collaboratively in groups and accommodate each other's views.</li> <li>• Responsibility: learners read Hebrews 11:1-6 and make notes in their exercise books or use a digital device.</li> </ul>				
<b>Link to other subjects:</b> <ul style="list-style-type: none"> <li>• Pre-technical Studies: learners read Hebrews 11: 1-6 and use a digital device to make notes.</li> <li>• English: learners discuss and make notes for presentation in class.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 The Bible</b>	<b>2.2 Abrahamic Covenant</b>  <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) discuss the meaning of the term ‘covenant’, b) identify covenants in modern life and their importance, c) evaluate characteristics of ungodly covenants today, d) explain the importance of God’s covenant with Abraham, e) outline the importance of circumcision to Abraham and his descendants.	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm the meaning of the term covenant and share findings with the class,</li> <li>• team up to brainstorm on modern covenants and their importance and make notes,</li> <li>• read and discuss Genesis 15:1-18 and make a presentation to the class using PowerPoint slides or charts,</li> <li>• watch a video clip on God’s covenant with Abraham,</li> <li>• buzz on characteristics of ungodly covenants today,</li> <li>• search/read scriptures on how to distinguish between godly from ungodly covenants,</li> <li>• read James 4:7, Mathew 4: 8-10, 1Peter 5:8-9, Mathew 7:15-20 and discuss how to resist/discern ungodly covenants,</li> <li>• discuss the importance of God’s covenant with Abraham,</li> </ul>	Why is Abrahamic covenant important to Christians today?

			<ul style="list-style-type: none"> <li>• read Genesis 17:1- 14 and make notes,</li> <li>• discuss the importance of circumcision to Abraham and his descendants,</li> <li>• buzz on how to apply faith in difficult situations and share findings with the class.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital Literacy: the skill of using digital technology is enhanced as learners make PowerPoint presentations/watch a video clip on God's covenant with Abraham.</li> <li>• Critical thinking and problem-solving: the skill of creating solutions to complex problems is portrayed as learners buzz on how to apply faith in difficult situations.</li> </ul>				
<b>Pertinent and Contemporary Issues(PCIs):</b> <ul style="list-style-type: none"> <li>• Problem-solving skills: learners buzz on how to apply faith in difficult situations.</li> <li>• Group dynamics: learners discuss, debate and brainstorm in groups.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Respect: learners respect each other's views as they take turns to read, discuss and share experiences.</li> <li>• Responsibility: learners undertake and complete their assignments on time.</li> </ul>				
<b>Link to other subjects:</b> <ul style="list-style-type: none"> <li>• Pre-technical Studies: learners make a PowerPoint presentation/watch a video on God's covenant with Abraham.</li> <li>• English: learners read Biblical texts and communicate effectively.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 The Bible</b>	<b>2.3 Leadership in Israel: Saul</b> <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) discuss reasons for kingship in Israel, b) examine reasons against kingship in Israel according to Prophet Samuel, c) evaluate King Saul's failures and the consequences, d) deduce lessons learnt from the failures of King Saul, e) desire to be a God-fearing leader at home, school and the community.	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm in small groups reasons why the Israelites demanded for a king,</li> <li>• read 1 Samuel 8: 1-9 and make short notes,</li> <li>• conduct an internet or library search on reasons against kingship in Israel,</li> <li>• read 1 Samuel 8:10-20 and outline reasons against kingship in Israel,</li> <li>• read and discuss king Saul's failures and the consequences; 1 Samuel 13:8-14, 15:7-25,</li> <li>• discuss lessons learnt from the failures of King Saul,</li> <li>• write a journal on how you exercise leadership at home, school and in the community.</li> </ul>	Why did King Saul fail in his leadership?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Self-efficacy: personal skills are demonstrated as learners obey God's law.</li> <li>• Digital literacy: the skill of using digital devices is portrayed as learners conduct an internet search on reasons against</li> </ul>				

kingship in Israel.
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• Positive behaviour change: learners decide to obey God's instructions.</li> <li>• Citizenship Education-Integrity: learners apply lessons learnt from King Saul's failures and do God's will/ follow His instructions.</li> </ul>
<b>Values:</b> <ul style="list-style-type: none"> <li>• Integrity: learners follow God's instructions by being patient/exercising self-control and doing the right thing even when no one is watching.</li> <li>• Responsibility: learners write a journal on how they exercise leadership at home, school and in the community.</li> </ul>
<b>Link to other subjects:</b> <ul style="list-style-type: none"> <li>• Pre-technical Studies: learners conduct an internet search on reasons against kingship in Israel.</li> <li>• English: learners debate, brainstorm and read in turns various Bible texts.</li> </ul>



## Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to describe the background to the call of Abraham.	Learner describes the background to the call of Abraham in details.	Learner describes the background to the call of Abraham.	Learner describes the background to the call of Abraham but omits minor details.	Learner describes the background to the call of Abraham but omits major details.
Ability to examine ways Abraham demonstrated faith in God.	Learner examines ways Abraham demonstrated faith in God and cites relevant examples.	Learner examines ways Abraham demonstrated faith in God.	Learner partly examines ways Abraham demonstrated faith in God.	Learner examines ways Abraham demonstrated faith in God with prompts.
Ability to apply faith in different situations.	Learner applies faith in different situations and gives examples.	Learner applies faith in different situations.	Learner makes effort to apply faith in different situations.	Learner applies faith in different situations when prompted.
Ability to analyse the promises made by God to Abraham and their importance to Christians today.	Learner analyses the promises made by God to Abraham using illustrations.	Learner analyses the promises made by God to Abraham.	Learner partially analyses the promises made by God to Abraham.	Learner analyses the promises made by God to Abraham when prompted.
Ability to apply God's promises in his/her day-to-day life.	Learner applies God's promises in day-to-day life and shares real life experiences	Learner applies God's promises in day-to-day life.	Learner makes effort to apply God's promises in day-to-day life.	Learner applies God's promises in day-to-day life when prompted.

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to identify six covenants in modern life and their importance.	Learner identifies six covenants in modern life and their importance and cites relevant examples.	Learner identifies six covenants in modern life and their importance.	Learner identifies five to three covenants in modern life and their importance.	Learner identifies two to one covenants in modern life and their importance.
Ability to evaluate six characteristics of ungodly covenants t.	Learner evaluates six characteristics of ungodly covenants today illustratively.	Learner evaluates six characteristics of ungodly covenants today	Learner evaluates four to five characteristics of ungodly covenants today.	Learner evaluates two to three characteristics of ungodly covenants.
Ability to discuss the importance of God's covenant with Abraham.	Learner discusses the importance of God's covenant with Abraham using illustrations.	Learner discusses the importance of God's covenant with Abraham.	Learner partially discusses the importance of God's covenant with Abraham.	Learner attempts to discuss the importance of God's covenant with Abraham.
Ability to deduce five lessons learnt from the failures of King Saul.	Learner deduces five lessons learnt from the failures of King Saul and cites examples relevant examples	Learner deduces five lessons learnt from the failures of King Saul	Learner deduces three to four lessons learnt from the failures of King Saul	Learner deduces two to one lesson learnt from the failures of King Saul

### STRAND 3.0 MIRACLES OF JESUS CHRIST

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>3.0 Miracles of Jesus Christ</b>	<b>3.1 Healing of Blind Bartimaeus</b>  (7 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the healing of blind Bartimaeus, b) discuss lessons learnt from the healing of blind Bartimaeus, c) apply lessons learnt when faced with health challenges, d) appreciate the healing power of God in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> <li>brainstorm on different sicknesses/challenges that face them,</li> <li>discuss how they involve God when faced with challenges,</li> <li>read Mark 10:46-52 and make notes,</li> <li>discuss lessons learnt from the healing of blind Bartimaeus and share findings with the class,</li> <li>share personal experiences of how they applied faith in difficult situations,</li> <li>write a prayer on healing,</li> <li>in groups visit people who are sick /have challenges within the school to encourage and pray for them.</li> </ul>	How does the healing of Blind Bartimaeus build your faith in God?
<b>Core Competencies:</b> <ul style="list-style-type: none"> <li>Communication and collaboration: the skills of listening, speaking and teamwork are enhanced as learners brainstorm and discuss in groups.</li> <li>Self-efficacy: the skill of task execution is portrayed as learners compose a prayer on healing and recite it in class.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> Health Promotion Issues - Non-communicable diseases: learners discuss lessons learnt from the healing of blind Bartimaeus and share in class.				

**Values:**

- Responsibility: learners write a prayer on healing and recite it in class.
- Love: learners in groups visit people who are sick/have challenges and encourage/pray for them.

**Link to other subjects:**

- English: learners communicate effectively by reading, brainstorming and discussing various concepts.
- Social Studies: learners in groups visit people who are sick /have challenges within the school to encourage and pray for them.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>3.0 Miracles of Jesus Christ</b>	<b>3.2 Calming the Storm</b> <i>(7 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) describe the miracle of calming the storm, b) outline lessons learnt from the miracle of calming the storm, c) identify challenges they face in day-to-day life, d) apply lessons learnt to overcome challenges in day-to-day life, e) desire to depend on God when faced with challenges.	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on the meaning of the word, <i>storm</i>,</li> <li>• share experiences of challenging situations they have faced either as individuals or family and how they can be overcome,</li> <li>• read Mark 4:35-41 or watch a movie on calming the storm,</li> <li>• outline lessons learnt from this miracle and make notes,</li> <li>• choose a challenging situation affecting young people and role-play it in class (the role-play should also include solutions),</li> <li>• compose and sing a song about, overcoming the storms of life,</li> <li>• write a personal journal on how they depend on God in day-to-day life,</li> <li>• read and meditate on Psalms 91:1-6.</li> </ul>	How does the miracle of calming the storm relate to challenges facing Christians today?

**Core Competencies:**

- Creativity and imagination: the skill of making connections is enhanced as learners role-play a challenging situation affecting young people.
- Self-efficacy: the skill of self-awareness is demonstrated as learners discuss instances they have faced challenging situations either as an individual or family and how they overcame.

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

- Problem-solving skills: learners role-play a challenging situation and come up with solutions.
- Self-awareness: learners write a personal journal on how they depend on God in day-to-day life.

**Values:**

- Responsibility: learners write a personal journal on how they depend on God in day-to-day life.
- Unity: learners work together to complete different tasks/assignments.

**Link to other subjects:**

- Creative Arts and Sports: learners role-play/compose and sing a song on overcoming the storms of life.
- Pre-technical Studies: learners watch a movie on the miracle of calming the storm.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>3.0 Miracles of Jesus Christ</b>	<b>3.3 Healing of the Paralytic</b> <i>(7 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) describe the healing of the paralytic, b) outline lessons learnt from the healing of the paralytic, c) examine the Pharisees' opposition to the healing of the paralytic, d) apply lessons learnt by having faith in God when faced with challenges, e) appreciate God's power over sickness and disease.	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on the meaning of the word, <i>paralysis</i>,</li> <li>• read and discuss Luke 5:17-26 and make a presentation in class using charts/posters or PowerPoint slides,</li> <li>• discuss lessons learnt from the healing of the paralytic and make notes,</li> <li>• watch a movie on the healing of the paralytic,</li> <li>• buzz on the meaning of the word, <i>blasphemy</i>,</li> <li>• brainstorm on reasons why the Pharisees accused Jesus Christ of blasphemy,</li> <li>• share personal experiences on instances when they prayed to God for healing,</li> <li>• write a personal reflection journal on occasions when God answered their prayers.</li> <li>• read, write on a flashcard and meditate on Isaiah 53:4-5.</li> </ul>	How does the healing of the paralytic build your faith in God?

**Core Competencies:**

- Digital literacy: the skill of using digital learning platforms is enhanced as learners watch a movie on the healing of the paralytic.
- Self-efficacy: the skill of self-awareness is portrayed as learners write a personal reflection journal on occasions when God answered their prayers.

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

- Effective communication: learners share personal experiences on instances they prayed to God for healing.
- Self-awareness: learner write a reflection journal on occasions when God answered their prayers.

**Values:**

- Respect: learners take turns as they discuss and brainstorm on various learning activities.
- Unity: learners work in groups as they discuss, read various Bible texts and watch a movie on the healing of the paralytic.

**Link to other subjects:**

- Integrated Science: learners brainstorm on the meaning of paralysis.
- English: learners read various Bible texts and make presentations in class.



### Suggested Assessment Rubric

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to describe the three miracles performed by Jesus Christ.	Learner describes three miracles performed by Jesus Christ illustratively.	Learner describes three miracles performed by Jesus Christ.	Learner describes two miracles performed by Jesus Christ.	Learner describes only one miracles performed by Jesus Christ.
Ability to apply lessons learnt from the miracles of Jesus Christ in daily life.	Learner applies lessons learnt from the miracles of Jesus Christ in daily life and share real life experiences	Learner applies lessons learnt from the miracles of Jesus Christ in daily life.	Learner makes some effort to apply lessons learnt from the miracles of Jesus Christ in daily life.	Learner applies lessons learnt from the miracles of Jesus Christ daily life when prompted

## STRAND 4.0 TEACHINGS OF JESUS CHRIST

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>4.0 Teachings of Jesus Christ</b>	<b>4.1 Teachings on Prayer</b> <i>(7 lessons)</i>	By the end of the sub-strand, the learner should be able to; a) outline the importance of prayer in the life of a Christian, b) discuss the importance of having faith when one prays to God, c) demonstrate love by praying for all people as taught by Jesus Christ, d) apply lessons learnt on prayer by praying to God always, e) desire to have faith in God whenever they pray.	The learner is guided to: <ul style="list-style-type: none"> <li>share with peers how they pray to God in day-to-day life,</li> <li>brainstorm on the importance of having faith in God as they pray,</li> <li>read Mark 11:22–24 and share how to pray by faith,</li> <li>read, Matthew 5:44-45 and share instances they prayed for both friends and enemies,</li> <li>read Matthew 6:5-8, outline the main teachings and use PowerPoint slides/charts to make presentations,</li> <li>journal their day-to-day prayer life experiences.</li> </ul>	How do you apply the teachings of Jesus Christ in your day-to-day life?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>Communication and collaboration: the skills of speaking, listening and teamwork are portrayed as learners' brainstorm on the importance of having faith in God.</li> <li>Self-Efficacy: the skill of task execution is exhibited as learners share personal experiences on how they pray to God in day-to-day life.</li> </ul>				

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

- Spiritual development: learners' journal their day-to-day prayer life.
- Healthy Relationships: learners share instances they prayed for both friends and enemies.

**Values:**

- Respect: learners demonstrate respect for one another as they take turns to talk and accommodate each other's views.
- Responsibility: learners take responsibility for their daily tasks/assignments/ pray daily.
- Love: learners pray for both friends and enemies as outlined in Matthew 5:44-45.

**Link to other Subjects**

- Pre-technical Studies: learners use PowerPoint slides to make presentations.
- English: learners read, brainstorm, share experiences and journal their day-to-day prayer life experiences.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>4.0 Teachings of Jesus Christ</b>	<b>4.2 The Lost Sheep</b>  (7 lessons)	By the end of the sub-strand, the learner should be able to: a) analyse God's love for the sinner as outlined in the parable of the lost sheep, b) take part in reaching out to the lost through mission work, c) desire to exemplify God's love by serving all people.	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on God's love for the lost,</li> <li>• read Luke 15:1-7 and make notes on the parable of the lost sheep,</li> <li>• outline lessons learnt from the parable of the lost sheep,</li> <li>• role-play the parable of the lost sheep,</li> <li>• brainstorm on how to reach out to the sinner,</li> <li>• organise a class visit to the less fortunate, give them various items; as a way of sharing God's love with them,</li> <li>• share experiences on how to have a close relationship with God</li> <li>• compose and sing a song on God's love for the lost.</li> </ul>	How does the parable of the lost sheep show God's love for the lost?

**Core Competencies to be developed:**

- Citizenship: active community skills are demonstrated as learners organise a class visit to the less fortunate, give them various items and share the love of Christ with them
- Creativity and imagination: the skill of making connections is exhibited as learners undertake a task to compose and sing a song on God's love for the lost.

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

- Social cohesion: learners in groups outline lessons learnt from the parable of the lost sheep and how to reach out to the lost/sinner.
- Roles sharing: learners perform different roles as they dramatise the parable of the lost sheep.

**Values:**

- Love: learners demonstrate the love of God by reaching out to the lost/sinner.
- Respect: learners take turns to read various Bible texts and appreciate each other's opinions during class discussions.

**Link to other subjects:**

- Creative Arts and Sports: learners role-play the parable of the lost sheep.
- English: learners brainstorm on how to reach out to the lost/sinner.

## Suggested Assessment Rubric

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to discuss the importance of prayer in their day-to-day life	Learner discusses the importance of prayer in their day-to-day life in details	Learner discusses the importance of prayer in their day-to-day life	Learner discusses the importance of prayer in their day-to-day life leaving minor details	Learner discusses the importance of prayer in their day-to-day life leaving major details
Ability to demonstrate love by praying for all people as taught by Jesus Christ	Learner demonstrates love by praying for all people as taught by Jesus Christ and encourages peers to do so	Learner demonstrates love by praying for all people as taught by Jesus Christ	Learner partially demonstrates love by praying for friends only	Learner demonstrates love by praying for all people as taught by Jesus Christ with prompts.
Ability to analyse God's love for the sinner as outlined in the parable of the lost sheep	Learner creatively analyses God's love for the sinner as outlined in the parable of the lost sheep	Learner analyses God's love for the sinner as outlined in the parable of the lost sheep	Learner partly analyses God's love for the sinner as outlined in the parable of the lost sheep	Learner with prompts analyses God's love for the sinner as outlined in the parable of the lost sheep
Ability to take part in reaching out to the lost through mission work	Learner constantly takes part in reaching out to the lost through mission work	Learner takes part in reaching out to the lost through mission work	Learner sometimes takes part in reaching out to the lost through mission work	Learner takes part in reaching out to the lost through mission work when prompted.

## STRAND 5.0 THE CHURCH

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>5.0 The Church</b>	<b>5.1 The Holy Spirit</b>  (7 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the outpouring of the Holy Spirit on the day of Pentecost, b) analyse ways Christians exemplify the fruit of the Holy Spirit, c) take part in church activities to foster responsibility.	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on the meaning of '<i>the Day of Pentecost.</i>'</li> <li>• share experiences about what they know about the day of Pentecost,</li> <li>• read Acts 2: 1-11 and make notes,</li> <li>• download and watch a video on the day of Pentecost,</li> <li>• use a digital device or a chart to write key points on the day of Pentecost,</li> <li>• read Galatians 5: 22-23 and write on flashcards the fruit of the Holy Spirit,</li> <li>• sort the flashcards according to the fruits they practise,</li> <li>• write a reflection journal on how they practise the fruit of the Holy Spirit,</li> <li>• conduct a buzz session and list the activities they do in the church.</li> </ul>	How do you exemplify the fruit of the Holy Spirit?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital literacy: the skill of using digital technology is enhanced as learners download and watch a video about the day of Pentecost.</li> <li>• Citizenship: the skill of appropriate interaction with the community is enhanced as learners take part in church activities/missions work.</li> </ul>				

**Values:**

- Love: learners exercise the fruit of love in day-to-day lives by living harmoniously with others.
- Responsibility: learners participate in church activities/mission work.

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

- Information Technology: learners use a digital device to write key points on the day of Pentecost.
- Spiritual Development: learners participate in church activities/mission work.

**Link to other subjects:**

- Pre-technical Studies: learners use a digital device to watch and download a video on the day of Pentecost.
- English: learners read Bible texts and communicate effectively during discussions and buzz sessions.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>5.0 The Church</b>	<b>5.2 Acts of Compassion</b> <i>(7 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) analyse Christian responsibility in helping the needy, a) take part in a community service activity in the school neighbourhood, b) describe the role of the church in caring for the vulnerable and needy in the society c) practise the teachings of Jesus Christ's by helping the needy.	The learner is guided to: <ul style="list-style-type: none"> <li>brainstorm and list people with diverse needs in the community,</li> <li>discuss ways Christians care and help the needy in the society,</li> <li>share experiences on occasions they have helped the needy,</li> <li>collect pictures of people showing acts of compassion, make a collage and display in class,</li> <li>read Leviticus 19:32-33, Psalms 82:3, Matthew 25:35-46, and make a class presentation on lessons learnt,</li> <li>as a class, organise a visit to the less fortunate, write a detailed report of your visitation, activities done, and lessons learnt and present it in hard copy or PowerPoint slides.</li> </ul>	Why should Christians show compassion to the needy?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Digital literacy: the skill of interacting with digital technology is exhibited as learners write a report using digital devices.</li> <li>Critical thinking and problem-solving: the skill of research is demonstrated as learners identify a need in the community and provide a solution.</li> <li>Learning to learn: the skill of working collaboratively is portrayed as learners visit the needy or the less fortunate and offer</li> </ul>				

help.
<b>Values:</b> <ul style="list-style-type: none"> <li>• Respect: learners appreciate the needy and the vulnerable members of the society.</li> <li>• Love: learners participate in offering services to the needy and vulnerable members of the society.</li> <li>• Responsibility: learners show care and concern to the needy by visiting them and offering different services to them.</li> </ul>
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• Empathy: learners identify a place (e.g. hospital/children's home/ home for the elderly), analyse the needs of the people and organise a community service activity.</li> <li>• Healthy inter and intra-personal relationships: learners respect and care for the elderly members in their families, the church and in the community.</li> <li>• Skills building-helping people with special needs: learners show love and concern for people with special needs by visiting and attending to their needs.</li> </ul>
<b>Link to other subjects:</b> <ul style="list-style-type: none"> <li>• Pre-technical Studies: learners make PowerPoint presentations to the class.</li> <li>• Social Studies: learners identify and respond to the needs of the vulnerable people in the community.</li> </ul>

## Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to describe the outpouring of the Holy Spirit on the day of Pentecost	Learner describes the outpouring of the Holy Spirit on the day of Pentecost in details	Learner describes the outpouring of the Holy Spirit on the day of Pentecost	Learner describes the outpouring of the Holy Spirit on the day of Pentecost but omits minor details	Learner describes the outpouring of the Holy Spirit on the day of Pentecost but omits major details
Ability to analyse ways Christians exemplify the fruit of the Holy Spirit	Analyses ways Christians exemplify the fruit of the Holy Spirit and uses illustrations	Learner analyses ways Christians exemplify the fruit of the Holy Spirit	Learner partly analyses ways Christians exemplify the fruit of the Holy Spirit	Learner attempts to analyse ways Christians exemplify the fruit of the Holy Spirit
Ability to describe the role of the church in caring for the vulnerable and needy in the society	Learner describes the role of the church in caring for the vulnerable and needy in the society and cites relevant examples	Learner describes the role of the church in caring for the vulnerable and needy in the society	Learner partially describes the role of the church in caring for the vulnerable and needy in the society	Learner makes effort to describe the role of the church in caring for the vulnerable and needy in the society
Ability to take part in a community service activity in the school neighbourhood.	Learner constantly takes part in community service activities in the school neighbourhood	Learner takes part in community service activities in the school neighbourhood.	Learner sometimes takes part in community service activities in the school neighbourhood	Learner takes part in community service activities in the school neighbourhood with consistent guidance.

## STRAND 6.0 CHRISTIAN LIVING TODAY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.1 Family Relationships</b>  (6 lessons)	By the end of the sub-strand, the learner should be able to: a) outline roles played by different family members, b) identify practices which depict healthy family relationships, c) identify causes of conflicts in families today, d) examine Christian teachings on healthy family relationships, e) desire to live harmoniously with members of the family.	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on the responsibilities of parents/guardians, children and other members of the family,</li> <li>• discuss practices of a healthy family today,</li> <li>• debate on the causes of conflicts in families today,</li> <li>• discuss how peer pressure can cause conflict in families today,</li> <li>• find out ways to overcome peer influence/rebellion against parents</li> <li>• research on possible solutions to family conflicts,</li> <li>• read and discuss Ephesians 6:1-4, Exodus 20:12, Colossians 3:20 and outline lessons learnt.</li> </ul>	How should family members relate with each other?
<b>Core Competencies:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration: the skills of listening, speaking and teamwork are enhanced as learners discuss and brainstorm in groups.</li> </ul>				

- Learning to learn: the skill of sharing learnt knowledge is exhibited as learner's debate on the causes of conflicts in families today.

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

- Peer Pressure Resistance: learners discuss how peer pressure can cause family conflicts and suggest ways to overcome peer influence/rebellion against parents.
- Problem-solving skills: learners in groups suggest solutions to family conflicts.

**Values:**

- Unity: in groups learners suggest solutions to family conflicts today.
- Responsibility: learners brainstorm on the responsibilities of parents/guardians, children and other members of the family.

**Link to other subjects:**

- Agriculture : learners discuss practices of a healthy family.
- Social Studies: learners in groups suggest ways to overcome peer influence/rebellion against parents.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.2 Human Sexuality:</b>  <i>Responsible Sexual Behaviour</i>  (7 lessons)	By the end of the sub-strand, the learner should be able to: a) identify forms of sexual abuse and how to avoid/overcome abuse, b) evaluate causes of teenage pregnancies today, c) examine the consequences of engaging in irresponsible sexual behaviour, d) discuss values and life skills needed to avoid irresponsible sexual behaviour, e) choose to live responsibly as guided by the word of God.	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss the meaning of human sexuality and share findings in the class,</li> <li>• research on forms of sexual abuse and make presentations using PowerPoint slides or charts,</li> <li>• list places or settings they should avoid for their own safety,</li> <li>• discuss ways and where to report cases of sexual abuse,</li> <li>• listen and ask a child protection officer (CPO) Question(s) on what to do in case of defilement,</li> <li>• discuss on the causes of early pregnancies among teenage girls and make a presentation in class,</li> <li>• brainstorm and list forms of irresponsible sexual behaviour,</li> <li>• buzz on the consequences of engaging in irresponsible sexual behaviour,</li> <li>• read, recite and write on</li> </ul>	Why should you live responsibly as a youth?

			<p>flashcards 1Thessalonians 4: 3-6, Romans 12:1-2, 1 Corinthians 6:18-20</p> <ul style="list-style-type: none"> <li>• brainstorm and list values and life skills needed to avoid irresponsible sexual behaviour,</li> <li>• write and share sensitisation messages on the importance of not engaging in irresponsible sexual behaviour (<i>you may pin the messages on the school notice board or hang them on the classroom wall</i>),</li> <li>• debate on the topic, ‘<i>Overcoming peer pressure as a youth.</i>’</li> <li>• pray and depend on God to overcome temptations</li> <li>• read and reflect on 1 Peter 2:11.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: the skill of self-awareness is exhibited as learners appreciate their body as the temple of the Holy Spirit and avoid irresponsible sexual behaviour.</li> <li>• Critical thinking and problem-solving: the skill of problem-solving is demonstrated as learners write sensitisation messages and debate on how to overcome negative peer influence.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Self-awareness: learners appreciate their body as the temple of the Holy Spirit and avoid irresponsible sexual behaviour.</li> <li>• Assertiveness: learners exercise self-control by saying No! to irresponsible sexual behaviour.</li> </ul>				

- Human Sexuality-Abstinence: learners make a decision not to engage in irresponsible sexual behaviour before marriage I Corinthians 6:18-20.
- Life skills: learners overcome growth and developmental changes by overcoming lust and depending on God to overcome temptations.
- Peer pressure resistance: learners apply life skills in their interactions to avoid negative peer influence.

**Values:**

- Integrity: learners make a moral decision on abstinence by not engaging in irresponsible sexual behaviour.
- Responsibility: learners are accountable for their own actions and are accountable to God since their bodies are the temple of the Holy Spirit, therefore avoid/overcome irresponsible sexual behaviour.

**Link to other subjects:**

- Social Studies: learners as patriotic citizens avoid premarital sex because of the negative consequences associated with it.
- English : learners debate on the topic, '*overcoming negative peer pressure*'



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.3 Sacredness of life</b>  (7 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the meaning of sacredness of life, b) discuss how the right to life is violated today, c) evaluate causes of suicide in the society today, d) examine causes of abortion among the youth today, e) analyse the consequences of violating the right to life, f) desire to uphold the sacredness of life in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> <li>brainstorm on the meaning of sacredness of life,</li> <li>discuss how the right to life is violated today,</li> <li>read, Genesis 4:10-11, Genesis 9:6, Exodus 20:13, Numbers 35:11-12, and write lessons learnt for presentation in class,</li> <li>discuss why killing is morally wrong,</li> <li>brainstorm on reasons which cause some youths to commit suicide,</li> <li>discuss the negative effects of suicide to an individual and the family,</li> <li>team up to debate on why abortion is a sin and a crime,</li> <li>read Jeremiah 1:5, Psalms 127:3, Psalms 139:13–15, Proverbs 6:16-17, and write lessons learnt,</li> <li>debate on the consequences of abortion to an individual and the family,</li> <li>brainstorm on values and life skills</li> </ul>	Why is human life sacred?

			<p>needed to uphold the sacredness of life,</p> <ul style="list-style-type: none"> <li>• compose a song on how safe road use can preserve life,</li> <li>• sing the song at the school assembly to sensitise other learners on safe road use,</li> <li>• engage a resource person on how to overcome/avoid taking one's life.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Citizenship: the skill of sensitivity and awareness is demonstrated as learners' respect and uphold sanctity of life.</li> <li>• Learning to learn: the skill of information and support is portrayed as learners brainstorm on the meaning of sanctity of life/ discuss biblical teachings on sanctity of life.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: learners discuss how to overcome/avoid taking one's life/other people's lives.</li> <li>• Social Justice: learners acquire skills and values needed to uphold and respect the sacredness of life.</li> <li>• Integrity: learners decide to do what is morally right by protecting and upholding the right to life.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Human /Children Rights: learners protect and appreciate the sanctity of life.</li> <li>• Self-awareness: learners in pairs discuss the negative effects of suicide on an individual and the family.</li> <li>• Coping with Stress: they learn about values and life skills needed to cope with stress to avoid taking one's life.</li> </ul>				
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>• Social Studies: learners discuss and brainstorm on the right to life.</li> <li>• English: learners engage/interview a resource person on how to uphold sanctity of life.</li> </ul>				

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.4 Bullying</b> <i>(7 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) identify causes of bullying at school and in the community, b) analyse the effects of bullying on the individual and the family, c) discuss values needed to co-exist peacefully at home, school and the community, d) model the value of love in their interaction with others.	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on the meaning and forms of bullying,</li> <li>• share experiences of when they were bullied and the negative effects it had on them,</li> <li>• discuss why young people bully/dislike others,</li> <li>• read Mathew 5:11-12, Romans 12:18-20, 1 John 3:15, 1 Peter 3:8, Roman 14:19, Proverbs 22:10, write lessons learnt and share with others in class,</li> <li>• discuss the negative results of bullying on the individual and family,</li> <li>• discuss ways and whom to report to in case you are bullied,</li> <li>• brainstorm on values they need to co-exist peacefully with each other.</li> </ul>	Why is bullying unacceptable?
<b>Core Competencies:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration: the skill of teamwork is enhanced as learners' brainstorm in groups and share experiences on the negative effects of bullying.</li> <li>• Self-efficacy: personal skills are portrayed as learners develop a positive attitude towards self and others to overcome</li> </ul>				

bullying.
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• Counselling services -Positive behaviour change: learners are guided on the negative effects of bullying others and the need for peaceful coexistence.</li> <li>• Peer Education and Mentorship-Healthy inter and intra-personal relationships: learners coexist harmoniously by respecting each other/loving others as guided by the Bible.</li> </ul>
<b>Values:</b> <ul style="list-style-type: none"> <li>• Love: learners appreciate others despite their ethnic or religious background this enhances harmonious co-existence.</li> <li>• Peace: learners avoid hurting others and resolve conflicts amicably.</li> </ul>
<b>Link to other subjects:</b> <ul style="list-style-type: none"> <li>• English: learners brainstorm, read, and discuss the need for harmonious coexistence and the negative effects of bullying.</li> <li>• Pre-technical Studies: learners use a digital device to write sensitisation messages on the negative effects of bullying.</li> <li>• Social Studies: learners apply values and life skills in their interaction with others to form harmonious relationships.</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.5 Work Talents and Abilities</b>  (7 lessons)	By the end of the sub-strand, the learner should be able to: a) identify his/her God-given talents, gifts and abilities, b) take part in different activities at home, school and in the community to nurture talents, c) apply lessons learnt from the parable of talents in day-to-day life, d) originate an income-generating enterprise to enhance financial literacy skills, e) demonstrate accountability by saving money from the enterprise.	The learner is guided to: <ul style="list-style-type: none"> <li>brainstorm what they enjoy doing while at home, school and in the community,</li> <li>share experiences of the talents, gifts and unique abilities they possess,</li> <li>showcase the gifts/abilities/talents they possess ( for example; <i>they can role-play, dramatise a play or Bible story, draw, sing, paint, compose and recite poems</i>),</li> <li>read and recite James 1:17, Romans 11:29 and discuss lessons learnt from the scriptures,</li> <li>participate in various activities/competitions (<i>drawing, painting, singing, knitting, sports, acting, preaching</i>) and write a report for presentation in class,</li> <li>read Matthew 25:14-30 on the parable of the talents and make notes,</li> <li>discuss lessons learnt from the parable of the talents and make a presentation in</li> </ul>	<ol style="list-style-type: none"> <li>How do you discover your talents, gifts and abilities?</li> <li>How do you use your God-given talents, gifts and abilities?</li> </ol>

			class, <ul style="list-style-type: none"> <li>• brainstorm on income-generating ideas they can invest in as young people,</li> <li>• start a project at home or school and report its performance monthly,</li> <li>• save money from the project/business and keep records.</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Creativity and imagination: the skill of testing ideas is exhibited as learners come up with an income-generating project and save money from the business/enterprise.</li> <li>• Self-efficacy: personal skills are displayed as learners showcase the gifts/abilities/talents that they possess (<i>they can role-play, dramatise a play or Bible story, draw, sing, or compose and recite poems</i>).</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• Career guidance- Self-Awareness-interest, strength, passion: learners participate in various activities/competitions, such as, <i>drawing, painting, singing, knitting, sports, acting, preaching</i> and write a report.</li> <li>• Parental Empowerment and Engagement-Talents and careers: Resource Mobilization; parents/guardians provide resources and guide and support learners to nurture talents/abilities at home and school.</li> <li>• Financial Literacy: learners initiate a business enterprise and save money from the enterprise</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Responsibility: learners are accountable and engage actively in assigned roles and duties.</li> <li>• Patriotism: the learner is aware of his/her duties and responsibilities, and nurtures and develops his/her talents by participating in various activities.</li> </ul>				
<b>Links to other subjects:</b> <ul style="list-style-type: none"> <li>• Pre-technical Studies: learners engage in an income-generating activity and outline ways of saving money from the project/enterprise.</li> <li>• Social Studies: learners participate in an activity that is beneficial to the community.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.6 Leisure</b> (7 lessons)	By the end of the sub-strand, the learner should be able to: a) outline ways in which they use their free time, b) identify reasons that lead to misuse of leisure among youths, c) analyse the consequences of misusing leisure time, d) examine ways of using leisure time constructively, e) apply lessons learnt by using leisure time responsibly.	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on the meaning of the term, 'leisure.'</li> <li>• discuss how they use their free time,</li> <li>• debate on why and how youths misuse leisure today,</li> <li>• read Exodus 20:11, 1 Corinthians 10:23, 1 Corinthians 10:31, Philippians 4:8; outline lessons learnt and share with the class,</li> <li>• discuss the negative results of misusing leisure time,</li> <li>• discuss and make notes on constructive ways of using their free time,</li> <li>• design posters/charts on positive ways of using leisure time and display it in class or on the school notice board,</li> <li>• outline values and life skills needed to use leisure time appropriately.</li> </ul>	How do you use your free time?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Self-efficacy: the skill of self-awareness is demonstrated since learners are confident about their capabilities to use leisure time appropriately.</li> <li>• Communication and collaboration: the skill of teamwork is enhanced as learners in groups discuss and make notes on constructive ways of using their free time</li> </ul>				

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

- Self-awareness: learners in pairs discuss how they use their free time.
- Peer pressure resistance: learners resist negative peer influence by not engaging in vices such as alcohol, drug and substance use.

**Values:**

- Responsibility: learners are accountable and use their leisure time appropriately.
- Unity: learners in groups discuss the negative results of misusing leisure time.

**Link to other subjects:**

- Agriculture : learners use leisure time appropriately by being active/not engaging in vices like alcohol, drug and substance use.
- Social Studies: learners outline values and life skills needed to use leisure time appropriately.

**Suggested Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to identify causes of conflicts in families today.	Learner identifies causes of conflicts in families today and cites relevant examples.	Learner identifies causes of conflicts in families today.	Learner makes effort to identify causes of conflicts in families today.	Learner attempts to identify causes of conflicts in families today
Ability to evaluate causes of teenage pregnancy today	Learner evaluates causes of teenage pregnancy today in details.	Learner evaluates causes of teenage pregnancy today.	Learner evaluates causes of teenage pregnancy today but omits minor details.	Learner evaluates causes of teenage pregnancies today but omits major details.
Ability to examine	Learner examines the	Learner examines the	Learner partly examines	Learner examines the



<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
the consequences of engaging in irresponsible sexual behaviour.	consequences of engaging in irresponsible sexual behaviour and cites relevant examples.	consequences of engaging in irresponsible sexual behaviour.	the consequences of engaging in irresponsible sexual behaviour.	consequences of engaging in irresponsible sexual behaviour when prompted.
Ability to discuss how the right to life is violated today.	Learner discusses how the right to life is violated today and shares important information.	Learner discusses how the right to life is violated today.	Learner discusses how the right to life is violated today but omits minor information.	Learner briefly discusses how the right to life is violated today but omits important information.
Ability to analyse eight consequences of violating the right to life.	Learner analyses eight consequences of violating the right to life using relevant examples.	Learner analyses the eight consequences of violating the right to life.	Learner analyses four to seven consequences of violating the right to life.	Learner analyses two to three consequences of violating the right to life.
Ability to identify six causes of bullying at school and in the community.	Learner identifies six causes of bullying at school and in the community using illustrations.	Learner identifies six causes of bullying at school and in the community.	Learner identifies four to five causes of bullying at school and in the community.	Learner identifies two to three causes of bullying at school and in the community.
Ability to model the value of love in their interaction with others.	Learner constantly models the value of love in their interaction with others.	Learner models the value of love in their interaction with others.	Learner sometimes models the value of love in their interaction with others.	Learner models the value of love in their interaction with others when prompted.
Ability to identify	Learner identifies reasons	Learner identifies	Learner partially	Learner makes effort to

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
reasons that lead to misuse of leisure among youths.	that lead to misuse of leisure among youths and cites relevant examples.	reasons that lead to misuse of leisure among youths.	identifies reasons that lead to misuse of leisure among youths.	identify reasons which lead to misuse of leisure among youths.
Ability to analyse the consequences of misusing leisure time.	Learner analyses the consequences of misusing leisure and guides peer on proper use of leisure.	Learner analyses the consequences of misusing leisure time.	Learner partly analyses the consequences of misusing leisure time.	Learner analyses the consequences of misusing leisure time with prompts.
Ability to examine ways of using leisure time constructively.	Learner examines ways of using leisure time constructively and encourages peers to do so.	Learner examines ways of using leisure time constructively.	Learner partly examines ways of using leisure time constructively.	Learner makes effort to examine ways of using leisure time constructively.
Ability to identify his/her God-given talents, gifts and abilities.	Learner identifies their God-given talents, gifts and abilities with ease.	Learner identifies their God-given talents, gifts and abilities.	Learner identifies some of their God-given talents, gifts and abilities.	Learner identifies their God-given talents, gifts and abilities with guidance.
Ability to originate an income-generating enterprise.	Learner originates several income-generating enterprises and saves money from the enterprise.	Learner originates an income-generating enterprise.	Learner makes effort to originate an income-generating enterprise.	Learner with prompts originates an income-generating enterprise.

## APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT

### Introduction

In Grade 8, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL projects. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake **one common** integrated class CSL project following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	<p><b>Problem Identification</b></p> <p>Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be:</p> <ul style="list-style-type: none"><li>• Environmental degradation</li><li>• Lifestyle diseases, Communicable and non-communicable diseases</li><li>• Poverty</li><li>• Violence and conflicts in the community</li><li>• Food security issues</li></ul>

Milestone 2	<b>Designing a solution</b> Learners create an intervention to address the challenge identified.
Milestone 3	<b>Planning for the Project</b> Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	<b>Implementation</b> The learners execute the project and keep evidence of work done.
Milestone 5	<b>Showcasing /Exhibition and Report Writing</b> Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback
Milestone 6	<b>Reflection</b> Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.

**Note:** The milestones will be staggered across the 3 terms of the academic calendar.

### **Assessment of CSL integrated Project**

Assessment for the integrated CSL project will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class project. It will focus on 3 components namely: skills from various learning areas applied in carrying out the project, core competencies developed and values nurtured.

## APPENDIX 2: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
<b>1.0 Creation</b>	<b>1.1 Origin and Consequences of Sin</b>	<ul style="list-style-type: none"> <li>• Oral/Aural Question(s)</li> <li>• Written Assignments</li> <li>• Checklists</li> <li>• Rubrics</li> <li>• Rating Scales</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Resources @ <a href="http://www.kec.ac.ke">www.kec.ac.ke</a></li> <li>• Posters/ charts/flashcards</li> <li>• Audio-visual resources</li> </ul>	Post sensitization messages on posters/charts/school notice boards for awareness creation
	<b>1.2 God's plan for Redemption</b>	<ul style="list-style-type: none"> <li>• Oral/Aural Question(s)</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>• Approved Learning Resources by KICD</li> <li>• Digital Resources @ <a href="http://www.kec.ac.ke">www.kec.ac.ke</a></li> <li>• Pictures/photographs/magazines/journals/newspaper cuttings</li> <li>• Flashcards/Charts/posters</li> <li>• Audio-visual resources</li> </ul>	Take a nature walk to appreciate God's creation

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
<b>2.0 The Bible</b>	<b>2.1 Faith and God's Promises</b>	<ul style="list-style-type: none"> <li>• Observation Schedule</li> <li>• Oral/Aural Question(s)</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>• Approved Learning Resources by KICD</li> <li>• Digital Resources @ <a href="http://www.kec.ac.ke">www.kec.ac.ke</a></li> <li>• Audio-visual resources</li> <li>• Charts/journals/posters</li> <li>• Newspaper cuttings/magazines</li> </ul>	Participate in clubs/societies
	<b>2.2 Abrahamic Covenant</b>	<ul style="list-style-type: none"> <li>• Observation Schedule</li> <li>• Written Assignments</li> <li>• Oral/Aural Question(s)</li> <li>• Rubrics</li> <li>• Anecdotal Records</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Resources @ <a href="http://www.kec.ac.ke">www.kec.ac.ke</a></li> <li>• Pictures and photographs/charts/flashcards</li> <li>• Audio-visual resources</li> </ul>	Watch a video clip on Abraham's Covenant with God in church or during Programme of Pastoral Instructions

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
	<b>2.3 Leadership in Israel (Saul</b>	<ul style="list-style-type: none"> <li>• Written Assignments</li> <li>• Oral/Aural Question(s)</li> <li>• Rating Scales</li> <li>• Peer Assessment</li> <li>• Journals</li> <li>• Anecdotal Records</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Learning Resources @www.kec.ac.ke</li> <li>• Workbooks</li> <li>• Charts/posters/Pictures and photographs</li> <li>• Audio visual resources</li> </ul>	Hold discussion groups in clubs and societies
<b>3.0 The Life and Ministry of Jesus</b>	<b>Selected Miracles of Jesus Christ</b>  <b>3.1 Healing of Blind Bartimaeus</b>	<ul style="list-style-type: none"> <li>• Observation Schedule</li> <li>• Written Assignments</li> <li>• Oral/Aural Question(s)</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>• Approved Learning Resources by KICD</li> <li>• Digital Learning Resources @www.kec.ac.ke</li> <li>• Posters/Pictures and photographs/charts/flash cards</li> <li>• Audio-visual resources</li> </ul>	Dramatize/role plays in CU/YCS/CA clubs and societies

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
	<b>3.2 Calming the Storm</b>	<ul style="list-style-type: none"> <li>• Oral/Aural Question(s)</li> <li>• Questionnaires</li> <li>• Self-assessment</li> <li>• Peer Assessments</li> <li>• Portfolio</li> <li>• Rubrics</li> <li>• Rating Scales</li> <li>• Observation Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Learning Resources @www.kec.ac.ke</li> <li>• Posters/Pictures and photographs/charts/journals/magazines/</li> <li>• Hymn Books</li> <li>• Audio-visual resources</li> </ul>	Participate in Drama/role-play
	<b>3.3 Healing of the Paralytic</b>	<ul style="list-style-type: none"> <li>• Oral/Aural Question(s)</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>• Approved Learning Resources by KICD</li> <li>• Digital Learning Resources @www.kec.ac.ke</li> <li>• Posters/ Pictures and photographs</li> <li>• Hymn books</li> <li>• Pictures and photographs/charts/posters/magazines/journals</li> <li>• Audio-visual resources</li> </ul>	Compose poems/songs on the healing power of God



Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
	<b>Selected Teachings of Jesus Christ</b> <b>4.1 Teaching on Prayer</b>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Observation Schedule</li> <li>• Checklists</li> <li>• Journals</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> <li>• Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Learning Resources @www.kec.ac.ke</li> <li>• Posters/charts/posters/pictures and photographs/newspaper cuttings/magazines</li> <li>• Hymn books</li> <li>• Audio-visual resources</li> </ul>	Lead prayers during parents day/school assembly/clubs and societies
	<b>4.2 The Lost Sheep</b>	<ul style="list-style-type: none"> <li>• Observation Schedule</li> <li>• Checklists</li> <li>• Journals</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> <li>• Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Learning Resources @www.kec.ac.ke</li> <li>• Posters/pictures and photographs/newspaper cuttings/magazines</li> <li>• Hymn Books</li> <li>• Audio-visual resources</li> </ul>	Participate in role-plays/Dramatization

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
<b>5.0 The Church</b>	<b>5.1 The Holy Spirit</b>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Journals</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Learning Resources @www.kec.ac.ke</li> <li>• Posters/pictures and photographs/newspaper cuttings</li> <li>• Charts/posters/flash cards</li> <li>• Hymn Books</li> <li>• Audio-visual resources</li> </ul>	Participate in Church activities to nurture their spiritual gifts
	<b>5.2 Acts of Compassion</b>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Observation Schedule</li> <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>• Approved Learning Resources by KICD</li> <li>• Digital Learning Resources @www.kec.ac.ke</li> <li>• Pictures and photographs/newspaper cuttings/magazines</li> <li>• Hymn Books</li> <li>• Charts/posters/flash cards</li> <li>• Audio-visual resources</li> </ul>	Visit the less fortunate and share items/pray with them

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
<b>6.0 Christian Living Today</b>	<b>6.1 Family Relationships</b>	<ul style="list-style-type: none"> <li>• Question(s) and Answers</li> <li>• Rating Scales</li> <li>• Journals</li> <li>• Checklists</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Online Sources @www.kec. ac.ke</li> <li>• Models/newspaper cuttings/magazines/journal</li> <li>• Charts/flash cards/posters</li> <li>• Audio-visual resources</li> </ul>	Interview a vetted resource person on healthy family relationships and write a report
	<b>6.2 Human Sexuality</b> <i>Responsible sexual behaviour</i>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Peer assessments</li> <li>• Question(s) 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>• Approved Learning Resources by KICD</li> <li>• Online Sources @www.kec. ac.ke</li> <li>• Flashcards/charts/posters</li> <li>• Pictures and photographs</li> <li>• Audio-visual resources</li> </ul>	Write and display values and life skills needed for responsible living on the school noticeboard

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
	<b>6.3 Sacredness of Life</b>	<ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Oral Question(s)</li> <li>• Observation Schedule</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>• Approved Learning Resources by KICD</li> <li>• Online Sources @www.kec. ac.ke</li> <li>• Posters/charts/pictures and photographs /newspaper cuttings</li> <li>• Audio-visual resources</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct debates in clubs/societies on sacredness of life</li> <li>• Write sensitization messages on sacredness of life</li> </ul>
	<b>6.4 Bullying</b>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Peer assessments</li> <li>• Question(s) and Answers</li> <li>• Journals</li> <li>• Portfolio</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Online Sources @www.kec. ac.ke</li> <li>• Pictures and photographs/newspaper cuttings/flashcards /charts</li> <li>• Audio-visual resources</li> </ul>	Draw/ write and display sensitisation messages on school notice boards on negative effects of bullying

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
	<b>6.7 Work Talents and Abilities</b>	<ul style="list-style-type: none"> <li>• Question(s) 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>• Approved Learning Resources by KICD</li> <li>• Online Sources @www.kec. ac.ke</li> <li>• Charts/posters/pictures and photographs/flashcards</li> <li>• Audio-visual resources</li> </ul>	Originate and participate in income-generating activities
	<b>6.8 Leisure</b>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Observation Schedule</li> <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>• Approved Learning Resources by KICD</li> <li>• Online Sources @www.kec. ac.ke</li> <li>• Posters/charts/pictures and photographs /newspaper cuttings/magazines/journals</li> <li>• Audio-visual resources</li> </ul>	Participate in constructive/appropriate leisure activities