

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		CREATION – My purpose			
Sub-strand/Sub-Theme/Sub-topic		Identifying talents and abilities			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify God's purposes for him/her to live meaning fully
2. Sing songs of appreciation
3. Appreciate his/her talents by participating in various activities for the benefit of self and others

KEY INQUIRY QUESTIONS:

1. What is God's purpose for your life?
2. Why is it important to know your talents and abilities?
3. How do you use your talents and abilities?

LEARNING RESOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 1-5

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Ask oral questions to introduce the lesson In pairs, learners to read the story in the learner's book ● This promotes learning to learn Guide the learners in identifying Imani's and Silanoi's talents
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Jeremiah 29:11 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide the learners to discuss the message in the Bible verse ● This promotes communication and collaboration
APPLICATION AND RESPONSE	Guide the learners to explain their talents and abilities. Guide them to share their findings in class Allow them to share with their friends how they use their talents and abilities responsibly ● This promotes communication and collaboration

PUPIL'S ACTIVITY	Guide learners to read the poem in the learners book Guide the learners to explain what the poet's talent are • Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points •
EXTENDED ACTIVITIES	Guide the learners to create posters on how they use their talents and abilities using a digital devices • This will enhance competence of digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		CREATION – My purpose			
Sub-strand/Sub-Theme/Sub-topic		GOD'S PURPOSE FOR MY LIFE			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify Gods purpose for his/her life
2. Define the term purpose
3. Appreciate his/her talents by participating in various activities for the benefit of self and others

KEY INQUIRY QUESTIONS:

1. What is God's purpose for your life?
2. Why is it important to know your talents and abilities?
3. How do you use your talents and abilities?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 1-5

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Ask oral questions to introduce the lesson Guide the learners to sing the song in the learner's book using their own tune. • This activity links to music Encourage them to identify God's purpose for them according to the song. • Allow the learners to work in groups since it will promote

	responsibility Guide the learners in defining the term purpose
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Jeremiah 29:11 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson. Guide the learners to discuss the message in the Bible verse ● This promotes communication and collaboration
APPLICATION AND RESPONSE	In pairs ask learners to write down God’s plan for them according to the verse ● This promote critical thinking
PUPIL’S ACTIVITY	Lead learners to discuss their unique abilities as they learnt in grade 4 Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points ●
EXTENDED ACTIVITIES	Guide the learners to create posters on how they use their talents and abilities using a digital devices ● This will enhance competence of digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			CREATION – My purpose		
Sub-strand/Sub-Theme/Sub-topic			THE PARABLE OF THE TALENTS		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify lessons and values which Christians can apply from the parable of talents in their day-to-day life
2. Watch a video clip on the parable of the Talents
Narrate the parable of the talents for responsible use of his/her talents
 1. Appreciate his/her talents by participating in various activities for the benefit of self and others

KEY INQUIRY QUESTIONS:

1. What is God’s purpose for your life?
2. Why is it important to know your talents and abilities?
3. How do you use your talents and abilities?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner's book 5 Page 1-5

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Teacher to review the previous lesson Allow learners to use dictionary/digital devices to check for the meaning of parable, gift, talent and ability •
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Mathew 25:14-30 James 1:17 • Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide the learners to discuss the message in the Bible verse • This promotes communication and collaboration
APPLICATION AND RESPONSE	Let the learners state where every gift/talents comes from. Lead the learners to explain the good gifts/talents God has given them Guide the learners to discuss how they use gifts they have received from God • This promotes communication and collaboration
PUPIL'S ACTIVITY	Guide learners to study the pictures in the learners book and discuss God given gifts of the children in the pictures. Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to create posters on how they use their talents and abilities and why it is important to identify it using a digital device • This will enhance competence of digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			CREATION - Human beings as co-workers with God		

Sub-strand/Sub-Theme/Sub-topic	Responsibilities given to human beings by God
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SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify responsibilities given to human beings by God
2. Discuss reasons why human beings were given responsibilities
3. Develop interest in taking care of God's creation

KEY INQUIRY QUESTIONS:

1. Which responsibilities did God give to Human beings?
2. Why were human beings given responsibilities?
3. Why is child labour an abuse of the rights of a child?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 5-14

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson Lead the learners to understand that teachers are co-workers with God. Ask them to mention other co- workers they know what they do •
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Genesis 1:26 • Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide the learners to discuss the message in the Bible verse • This promotes communication and collaboration
APPLICATION AND RESPONSE	Guide the learners to discuss the responsibility given to human beings by God • This promotes communication and collaboration Lead the learners to discuss how they practice the responsibilities given by God.
PUPIL'S ACTIVITY	Ask learners to write down the responsibility given to Human beings by God • Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points •

EXTENDED ACTIVITIES	Guide the learners to identify other responsibilities given to human beings. This activity will promote citizenship
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REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			CREATION - Human beings as co-workers with God		
Sub-strand/Sub-Theme/Sub-topic			Good stewardship of God's creation		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Demonstrate good stewardship of God's creation by taking care of the environment
2. Define the term stewardship
3. Develop interest in taking care of God's creation

KEY INQUIRY QUESTIONS:

- a. Which responsibilities did God give to Human beings?
- b. Why were human beings given responsibilities?
- c. Why is child labour an abuse of the rights of a child?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 5-14

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson In pairs, learners to study the pictures in the learners book page Guide them to discuss what is happening in the pictures ● Learners to identify the ways in which people in the pictures are taking Care of God's creation
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Genesis 1:26 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide the learners to discuss the message in the Bible verse ● This promotes communication and collaboration

APPLICATION AND RESPONSE	Guide the learners to identify the ways in which they take care of the environment either at home, school or in the church. Ask then reasons why taking care of the environment is important. • Learners to state that taking care of the environment is a responsibility given to humans being by God •
PUPIL'S ACTIVITY	Guide learners to compose and recite a poem on how to take care of God's creation • This enhances imagination and responsibility Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to participate in a cleanup exercise in the school •

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			CREATION - Human beings as co-workers with God		
Sub-strand/Sub-Theme/Sub-topic			My roles at home, school, church and the community		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Identify his or her roles at home, school and church for the benefits of self and others
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- Appreciate his/her roles by sharing responsibilities with others

KEY INQUIRY QUESTIONS:

- Which responsibilities did God give to Human beings?
- Why were human beings given responsibilities?
- Why is child labour an abuse of the rights of a child?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 5-14

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN	Ask oral questions to review the previous lesson

EXPERIENCE	In pairs, lead the learners to read what the children in the learner's book are saying. Let them discuss how the activities done by the children help others. • Ask them to list the activities they take part in at home, school and in church
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse 1 Peter 4:10 • Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide the learners to discuss the message in the Bible verse • This promotes communication and collaboration
APPLICATION AND RESPONSE	Guide the learners to state how the roles played at home, school and in church benefit them. Guide them in stating that what they do should be for the good of others • This promotes communication and collaboration
PUPIL'S ACTIVITY	Guide learners to mention the importance of what they do at home, school and in the church Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to do assessment 2 in the learner's book

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			CREATION–The fall of human beings(Adam and eve)		
Sub-strand/Sub-Theme/Sub-topic			REASONS FOR THE FALL OF HUMAN BEINGS		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify reasons for the fall of Human Beings to be responsible for his/her actions
2. Draw and colour pictures of Adam and Eve
3. appreciate lesson learnt from the fall of human beings by obeying school rules

KEY INQUIRY QUESTIONS:

1. What led to the fall of the human beings (Adam and Eve)?
2. Why does God like obedient people?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 14-17

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Ask oral questions to introduce the lesson Allow the learners to discuss in pairs who the first people to be created were Guide the learners to play and watch the video clip of Adam and eve ●
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Genesis 3:1-13 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide the learners to discuss the message in the Bible verse ● This promotes communication and collaboration
APPLICATION AND RESPONSE	Guide the learners to identify the events of the fall of human beings from the Bible verse Guide the learners in explaining the reasons why the man and woman ate the fruit of the tree they had been warned against. Guide the learners to discuss what they would do if they were people in the story ● This promotes communication and collaboration
PUPIL'S ACTIVITY	Guide learners to draw pictures of Adam and Eve in the garden of Eden ● Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to watch a video clip of the fall of human beings ● This will enhance competence of digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		CREATION–The fall of human beings(Adam and eve)			
Sub-strand/Sub-Theme/Sub-topic		REASONS FOR THE FALL OF HUMAN BEINGS			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify reasons for the fall of Human Beings to be responsible for his/her actions
2. Draw and colour pictures of Adam and Eve
3. appreciate lesson learnt from the fall of human beings by obeying school rules

KEY INQUIRY QUESTIONS:

1. What led to the fall of the human beings (Adam and Eve)?
2. Why does God like obedient people?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 14-17

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Ask oral questions to introduce the lesson Allow the learners to discuss in pairs who the first people to be created were Guide the learners to play and watch the video clip of Adam and eve ●
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Genesis 3:1-13 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide the learners to discuss the message in the Bible verse ● This promotes communication and collaboration
APPLICATION AND RESPONSE	Guide the learners to identify the events of the fall of human beings from the Bible verse Guide the learners in explaining the reasons why the man and woman ate the fruit of the tree they had been warned against. Guide the learners to discuss what they would do if they were people in the story ● This promotes communication and collaboration

PUPIL'S ACTIVITY	Guide learners to draw pictures of Adam and Eve in the garden of Eden Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to watch a video clip of the fall of human beings This will enhance competence of digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		CREATION–The fall of human beings(Adam and eve)			
Sub-strand/Sub-Theme/Sub-topic		Lessons learnt from the fall of human beings			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Identify reasons for the fall of Human Beings to be responsible for his/her actions
- Draw and colour Adam and Eve
- appreciate lesson learnt from the fall of human beings by obeying school rules

KEY INQUIRY QUESTIONS:

- What led to the fall of the human beings (Adam and Eve)?
- Why does God like obedient people?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 14-17

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Ask oral questions to review the previous lesson. Guide the learners to sing the song in the learner's book using their own time This will promote learning to learn
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Genesis 3:1-13 Learning to learn – read and interpreting the bible reading

BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide the learners to discuss the message in the Bible verse This promotes communication and collaboration
APPLICATION AND RESPONSE	Guide the learners to discuss how our first parents disobeyed God - This promotes communication and collaboration Allow them to explain what they would do if someone tricked them to disobey. Guide them to discuss how they practice obedience at home, school and in the church. Guide the learners to state the importance of obeying rules and other rules - This will promote responsibility and self awareness
PUPIL'S ACTIVITY	Guide learners to read the rules listed on the poster in the learner's book Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners on how to carry out question 1 of activity 5 This will promote responsibility and obedience

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		CREATION–The family unity			
Sub-strand/Sub-Theme/Sub-topic		Importance of family unit			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Identify the importance of family unity for harmonious living
- Discuss the importance of family unit
- Appreciate family unity by participating in different chores at home

KEY INQUIRY QUESTIONS:

Why is family unity important?

LEARNING RESOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 17-21

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and

small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Ask oral questions to introduce the lesson In pairs, learners to study the pictures in the learners book page 17 Let them describe what is happening in each picture •
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse psalms 133:1-3 • Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson the learners to discuss the message in the Bible verse • This promotes communication and collaboration
APPLICATION AND RESPONSE	Guide the learners to discuss why it is important for a family to live in unity • This promotes communication and collaboration
PUPIL'S ACTIVITY	Guide learners to write down the activities they take part in to promote family unity • Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to create poster of the bible verse psalms 133:1-3 •

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		CREATION–The family unity			
Sub-strand/Sub-Theme/Sub-topic		Challenges faced by families in practicing family unit			

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SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Define the term family
2. Explain challenges faced by families to develop empathy
3. Appreciate family unity by participating in different chores at home

KEY INQUIRY QUESTIONS:

1. Why is family unity important?
2. What can lead to lack of unity in a family?
3. How can family unity be maintained?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 5-14

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Ask oral questions to review the previous lesson In pairs, learners to read what the fish and the dove are saying in the learner's book page ● This promotes learning to learn Allow the learners to discuss challenges faced by the families
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Psalms 133:1-3 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson. The learners to discuss the message in the Bible verse ● This promotes communication and collaboration
APPLICATION AND RESPONSE	Guide the learners to explain how challenges may result to family disunity ● This will promote unity Let them talk about problems they face in their own families and how they overcome them ● This promotes conflict resolution
PUPIL'S ACTIVITY	Guide learners to come up with a familiar tune to sing the song in the learner's book Learners to identify the challenges that families face from the song ● This links to music Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points

EXTENDED ACTIVITIES	Guide the learners to write a poem about the problems families face and ways of solving those problems
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REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		CREATION–The family unity			
Sub-strand/Sub-Theme/Sub-topic		Ways of promoting a happy family			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Discuss challenges faced by families to develop empathy
- Explain ways of contributing to a happy family for peaceful coexistence
- Appreciate family unity by participating in different chores at home

KEY INQUIRY QUESTIONS:

- Why is family unity important?
- What can lead to lack of unity in a family?
- How can family unity be maintained?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 17-21

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Ask oral questions to review the previous lesson Ask the learners to state how they can live peacefully with one another in the family
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Psalms 133:1-3 Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson. The learners to discuss the message in the Bible verse This promotes communication and collaboration
APPLICATION AND RESPONSE	Guide the learners to discuss what they do to promote unity in the family This promotes communication and collaboration Guide learners to identify what each member in their family does to contribute to a happy family.

	This promotes responsibility
PUPIL'S ACTIVITY	Guide learners to role play the roles they take part in to promote a happy family This links to Art and craft and promotes citizenship Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to do assessment 4 learners book page

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE BIBLE – The Bible as a guide			
Sub-strand/Sub-Theme/Sub-topic		Different uses of the holy Bible as a guide			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Explain different uses of the holy bible as a guide for personal growth
2. Compose and sing a song about the bible
3. Appreciate the holy Bible as a guide to promote harmonious living with others

KEY INQUIRY QUESTIONS:

What is the meaning of the holy bible as a guide?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 22-26

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson of what they learnt about the Holy Bible in grade 4 In pairs, guide them to look at the pictures in activity 1, learner's book page This promotes learning to learn Guide them to discuss what the people in the pictures are doing. Let the learners write down how the people in the pictures are using the Bible

	as a guide
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse 2 Timothy 3:16-17, Joshua 1:8, Deuteronomy 6:4-8 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Let the learners explain how they use Holy Bible as a guide ● This promotes imagination and creativity. Let the learners write down how the Holy Bible guide them from the Bible verse Guide learners to discuss why the Bible is the inspired word of God Explain to the learners that the word of God was written by people that were inspired by God Guide the learners to understand that the word of God is useful for teaching the truth, correcting faults, rebuking errors and giving instructions for the right living.
PUPIL'S ACTIVITY	Guide the learners in composing a song about the Bible as an inspired word of God and sing ● This promotes creativity Guide the learners to read the flashcards in the learners; book Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide learners to write an essay on reasons why they read the Bible ● This promotes creativity and imagination

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE BIBLE – The Bible as a guide		
Sub-strand/Sub-Theme/Sub-topic			Benefits of using the Holy Bible as a daily guide		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify the benefits of using the holy bible as a daily guide
2. Explain values acquired from using the Bible as a guide
3. Appreciate the Bible as a guide to promote harmoniously living with others

KEY INQUIRY QUESTIONS:

Why is the holy bible referred to as a guide?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,
Longhorn CRE Learner's book Page 22-27

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson In pairs, guide them to research on the benefits of using the Holy Bible as a daily guide using digital devices ● This promotes digital literacy Let them write down their findings and present them in class
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse 2 Timothy 3:16-17, Joshua 1:8, Deuteronomy 6:4-8 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Let the learners explain how they use Holy Bible as a guide ● This promotes imagination and creativity. Let the learners identify why it is important to use the Holy Bible as a guide ● This helps to develop the competence of critical thinking Let the learners explain how the Holy Bible helps them relate well with other people at home, school and the church ● This helps in promoting interpersonal skills
PUPIL'S ACTIVITY	Guide the learners to sing the song in the learners' book ● This activity links to music Ask the learners to discuss what the song tells them about the Bible as a guide Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to do activity 6 in the learners book of arrange letters to form values acquired as they use the Holy Bible as a guide ● This promotes critical thinking and problem solving

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
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	5	C.R.E			
Strand/Theme/Topic			THE BIBLE – Bible stories - courage		
Sub-strand/Sub-Theme/Sub-topic			The story of Peter and John at the temple		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Narrate the story of Peter and John at the Temple to understand the importance of courage
- Define the term courage
- Recognise the importance of courage in making choices for personal development

KEY INQUIRY QUESTIONS:

1. What is the meaning of boldness?
2. Why did Peter and John tell the leaders?
3. What do like about Peter and John?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book Page 27-30

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson In pairs, guide them to sing the song in activity , learner's book page 24 ● Guide them to discuss what the song encourages them to do. Guide the learners to use dictionaries to define the term courage
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Acts 4:1-5, 7-13 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide learners to discuss how Peter and John demonstrated courage before the high Priest. ● This will help develop the competence of critical thinking and problem solving Guide them to discuss the lessons they have learn from the story of Peter and john. Learners to encourage others to be courageous in their day to day lives
PUPIL'S ACTIVITY	Listen learners narrate the story of John and peter in they own words ● This will help develop the competence of effective communication Copy summary notes

CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to narrate to their group members instances when they demonstrated courage This promotes self efficacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE BIBLE – bible stories - courage		
Sub-strand/Sub-Theme/Sub-topic			Reasons why Christians should stand firm in their faith		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Watch a video clip of the story of Peter and John
- Explain reasons why Christian should stand firm in spiritual matters in day to day life
- Recognize the importance of courage in making choices for personal development

KEY INQUIRY QUESTIONS:

- What is the meaning of boldness?
- Why did Peter and John tell the leaders?
- What do like about Peter and John?

LEARNING RESOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book Page 27-30

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson Guide the learners to read the story of James activity , learner's book page This links to English Language Guide them to identify the habit of James which made his faith strong.
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Acts 4:1-5, 7-13 Learning to learn – read and interpreting the bible reading
BIBLICAL	Teacher to link the bible verse to the sub strand of the lesson

EXPLANATION	Guide them to discuss the biblical teaching of the verse with the class This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide learners in discussing how Peter and John stood firm in their faith This promotes critical thinking. Let the learners discuss the reasons why Peter and John stood firm in their faith Learners to describe why peter and john stood firm in faith Guide the learners as they demonstrate how they showed courage when faced with problems
PUPIL'S ACTIVITY	Write reasons why Christians should stand firm in their faith Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to Watch a video clip of the story of Peter and John This promotes critical digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE BIBLE – bible stories - courage			
Sub-strand/Sub-Theme/Sub-topic		Good qualities learnt from the story of peter and john			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Explain reasons why Christian should stand firm in spiritual matters in day to day life
- Outline good qualities learnt from the story of Peter and John at the temple
- Recognize the importance of courage in making choices for personal development

KEY INQUIRY QUESTIONS:

- What is the meaning of boldness?
- Why did Peter and John tell the leaders?
- What do like about Peter and John?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book Page 27-30

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson Guide the learners to study the pictures in the learner's book. Let them arrange the pictures in their correct order of events. ● This promotes critical thinking
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Acts 4:1-5, 7-13 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners in discussing the values that enabled Peter to answer the high priest confidently ● This promotes self efficacy Guide learners to identify other values they learnt from the story of Peter and John at the temple. ● This promotes critical thinking
PUPIL'S ACTIVITY	Guide the learners to write an essay about how they showed courage in challenging situation ● Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to Watch a video clip of the story of Peter and John ● This promotes critical digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE BIBLE – bible stories – wisdom		
Sub-strand/Sub-Theme/Sub-topic			The story of king Solomon using wisdom		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE

TO:

- a. Explain the story of how King Solomon used wisdom to solve a dispute
- b. Discuss ways of solving disputes in class
- c. Appreciate importance of using wisdom in his/her daily life

KEY INQUIRY QUESTIONS:

1. How did Solomon portray wisdom?
2. What do we learn from the story of Solomon?
3. Why do we need wisdom in our lives?

LEARNING RESOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book Page 30-32

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson Guide the learners to read the story of SITI and SALI • This promotes learning to learn/ links to English Language Lead them in discussing the good action from the story
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse 1 Kings 3:16-28 • Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class • This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide learners to discuss why it is good to solve problems Let the learners state how the people of Israel felt about King Solomon's wisdom Lead them to explain how they solve different problems in class • This will foster critical thinking and problem solving Guide the learners to solve different problems in their class
PUPIL'S ACTIVITY	Guide the learners to narrate the story of King Solomon using wisdom in their own words • Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to watch the video of King Solomon using wisdom to solve the dispute • This promotes digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE BIBLE – bible stories - wisdom			
Sub-strand/Sub-Theme/Sub-topic		The story of king Solomon using wisdom			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Explain the story of how King Solomon used wisdom to solve a dispute
2. Discuss ways of solving disputes in class
3. Appreciate importance of using wisdom in his/her daily life

KEY INQUIRY QUESTIONS:

- a. How did Solomon portray wisdom?
- b. What do we learn from the story of Solomon?
- c. Why do we need wisdom in our lives?

LEARNING RESOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book Page 30-32

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson Guide the learners to read the story of SITI and SALI • This promotes learning to learn/ links to English Language Lead them in discussing the good action from the story
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse 1 Kings 3:16-28 • Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class • This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide learners to discuss why it is good to solve problems Let the learners state how the people of Israel felt about King Solomon's wisdom Lead them to explain how they solve different problems in class • This will foster critical thinking and problem solving Guide the learners to solve different problems in their class
PUPIL'S ACTIVITY	Guide the learners to narrate the story of King Solomon using wisdom in their own words

	Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to watch the video of King Solomon using wisdom to solve the dispute This promotes digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE BIBLE – bible stories - wisdom		
Sub-strand/Sub-Theme/Sub-topic			Values learnt from the story of king Solomon		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Watch a video clip on Solomon and the two women
- Identify values that Christians can learn from the story of King Solomon for application in day-to-day life
- Appreciate importance of using wisdom in his/her daily life

KEY INQUIRY QUESTIONS:

- How did Solomon portray wisdom?
- What do we learn from the story of Solomon?
- Why do we need wisdom in our lives?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book Page 30-32

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson In pairs, guide the learners in choosing the correct values to fill in the blank spaces according to the instructions given. Guide the learners to watch a short video clip of King Solomon and the two women

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BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse 1 Kings 3:16-28 • Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class • This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide learners to identify lessons they have learned from the story of King Solomon and the two women • This promotes social justice and responsibility Let the learners explain to each other a situation where they have used wisdom to solve a problem • This will foster effective communication
PUPIL'S ACTIVITY	Guide the learners to narrate the story of King Solomon and the two women • Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to answer questions in the learners' book • This promotes critical thinking and problem solving

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE BIBLE – bible stories - Respect for the elderly		
Sub-strand/Sub-Theme/Sub-topic			The story of Noah and his sons		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Narrate the story of Noah and his sons to develop a harmonious relationship with the elderly
- Discuss lessons learnt from the story
- Appreciate respect for the elderly at home church and community

KEY INQUIRY QUESTIONS:

1. What do you learn about the story of Noah and his sons?
2. What values can help you respect elderly people, parents, teachers and leaders?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,
Longhorn CRE Learner's book 5 Page 32-34

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson In pairs, guide the learners to use digital devices to look for the meaning of the word respect ● Guide them to list ways used to demonstrate respect
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Genesis 9:18-23 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the Bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide them to identify ho among the three sons of Noah showed respect to their father. Lead the learners to explain how the sons of Noah showed respect. Guide learners to identify the lessons learnt from the story of Noah and his sons Guide them to discuss how they relate with elderly ● This promotes imagination and creativity
PUPIL'S ACTIVITY	Guide the learners to narrate the story of Noah and his sons to their friends ● This enhances communication and collaboration Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to draw and colour Noah and his sons ● This links to Art and Craft

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE BIBLE – bible stories - Respect for the elderly		

Sub-strand/Sub-Theme/Sub-topic	Ways of showing respect to the elderly
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SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Explain the importance of respecting the elderly and those in authority
- Describe various ways of showing respect to the elderly for responsible living
- Appreciate respect for the elderly at home church and community

KEY INQUIRY QUESTIONS

1. What do you learn about the story of Noah and his sons?
2. What values can help you respect elderly people, parents, teachers and leaders?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 32-34

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson In pairs, guide the learners to study the pictures in activity , learner's book page ● This promotes learning to learn Guide them to explain how they children are showing respect to the elderly people
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Genesis 9:18-23 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide learners to explain why it is important to respect the elderly ● This will enhance the value of empathy Ask learners to state ways of showing respect to the elderly at home, in church and in the community. ● This enhances critical thinking and problem solving.
PUPIL'S ACTIVITY	Guide the learners to compose a poem about showing respect to the elderly in the society ● Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to role play different ways of showing respect to the elderly in public places

	This promotes imagination and creativity
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REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE BIBLE – bible stories – God loves humility			
Sub-strand/Sub-Theme/Sub-topic		The story of a hand writes on the wall			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Explain the story of a hand writes on the wall for spiritual nourishment
- Role play the story of the hand writes on the wall
- Emulate Daniel's example by being faithful to God and truthful to one another

KEY INQUIRY QUESTIONS:

- Why did the writing appear on the wall?
- Why was the King punished?
- What was Daniel's interpretation of the writings on the wall?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 35-37

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson In pairs, guide them to Say what happens when they engage in activities that make God unhappy This enhances communication and collaboration Allow the learners to explain how they handle items found in churches
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Daniel 5;1-13,25-28 Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide learners to narrate in their own words the story of hand writes on the wall. Learners to write down the names of the Holy vessels that are mentioned in the verses.

	Learners to discuss the lessons learnt from the story of hand writes on the wall.
PUPIL'S ACTIVITY	Guide the learners in writing down the words that were written on the wall by the hand Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to Role play the story of the hand writes on the wall

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE BIBLE – bible stories – God loves humility			
Sub-strand/Sub-Theme/Sub-topic		Skills and values demonstrated by Daniel			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Identify the skills and values demonstrated by Daniel as he explained the meaning of a hand writes on the wall
- State the reason why the king was punished
- Emulate Daniel's example by being faithful to god and truthful to one another

KEY INQUIRY QUESTIONS:

- Why did the writing appear on the wall?
- Why was the King punished?
- What was Daniel's interpretation of the writings on the wall?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 35-37

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson In pairs, guide the learners to examine the crossword in activity, learner's book page This promotes learning to learn

	Guide them to identify different values which Daniel demonstrated
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Daniel 5:1-13,25-28 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide learners to identify other values and skills which Daniel demonstrated guided by the statements in the learners' book. Guide the learners to discuss how they practice truthfulness in their relationship with others. ● This will promote creative thinking and problem solving Let the learners say how they will emulate Daniel's skills and values in their daily lives
PUPIL'S ACTIVITY	Guide the learners to write down other skills and values which Daniel had and how they helped him Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to make flash cards and write skills and values shown by Daniel. ● This promotes critical thinking and problem solving

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE BIBLE – bible stories – God loves humility		
Sub-strand/Sub-Theme/Sub-topic			Benefits of humility to Christians		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Mention the disadvantages of Pride
- Describe with examples from the story the benefits of humility as Christians
- Emulate Daniel's example by being faithful to God and truthful to one another

KEY INQUIRY QUESTIONS:

1. Why did the writing appear on the wall?
2. Why was the King punished?
3. What was Daniel's interpretation of the writings on the wall?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,
 Longhorn CRE Learner's book 5 Page 35-37

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson Guide the learners to retell the story of a hand writes on the wall. Lead them to identify occasions when King Belshazzar demonstrated pride. Ask them to state instances when they demonstrated humility.
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Daniel 5:1-13,25-28 Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to outline what made the hand to write on the wall. Let them explain the behavior which showed that king Belshazzar had pride. Guide the learners to list ways in which they can show excellence in whatever they are asked to do at home, school and in the church. This will foster critical thinking and problem solving as well as responsibility
PUPIL'S ACTIVITY	Guide the learners to write down the benefits of humility. With examples from the story Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to play and watch the video clip of Daniel and the hand writes on the wall This promotes digital literacy.

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE BIBLE – bible stories – worship of true God		

Sub-strand/Sub-Theme/Sub-topic	The contest at mount Carmel

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Narrate the contest at Mt. Carmel by Prophet Elijah
- Watch a video clip on Elijah and Baal Gods
- Appreciate the role played by Elijah

KEY INQUIRY QUESTIONS:

1. How did Elijah perform the Contest?
2. How did Elijah demonstrate God's power during the contest at Mount Carmel?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 37-41

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson In pairs, guide the learners to search for the meaning of contest in a dictionary and digital devices ● This links to English language Guide them to explain what happens in a contest
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse 1 kings 18:26-39 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide learners to state which god the other prophets worshipped. Allow learners to identify which God Elijah worshipped. Lead learners to discuss how God answered prophet Elijah's prayer Guide the learners to describe how prophet Elijah demonstrated God's power during the contest. Guide the learners to explain why some people worship materials things other than God. Allow learners to identify why people worship material things. Lead them to discuss why they should not worship material things. ● Critical thinking and problem solving is promoted
PUPIL'S ACTIVITY	Guide the state examples of the material things people worship (money) Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on

	their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to use digital devices to watch a video clip on Elijah and Baal Gods This promotes digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE BIBLE – bible stories – worship of true God			
Sub-strand/Sub-Theme/Sub-topic		The contest at mount Carmel			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Narrate the contest at Mt. Carmel by Prophet Elijah
- Watch a video clip on Elijah and Baal Gods
- Appreciate the role played by Elijah

KEY INQUIRY QUESTIONS:

- How did Elijah perform the Contest?
- How did Elijah demonstrate God's power during the contest at Mount Carmel?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 37-41

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson In pairs, guide the learners to search for the meaning of contest in a dictionary and digital devices This links to English language Guide them to explain what happens in a contest
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse 1 kings 18:26-39 Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide learners to state which god the other prophets worshipped.

	Allow learners to identify which God Elijah worshipped. Lead learners to discuss how God answered prophet Elijah's prayer Guide the learners to describe how prophet Elijah demonstrated God's power during the contest. Guide the learners to explain why some people worship material things other than God. Allow learners to identify why people worship material things. Lead them to discuss why they should not worship material things. ● Critical thinking and problem solving is promoted
PUPIL'S ACTIVITY	Guide the state examples of the material things people worship (money) Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to use digital devices to watch a video clip on Elijah and Baal Gods ● This promotes digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE BIBLE – bible stories – worship of true God		
Sub-strand/Sub-Theme/Sub-topic			Difference between true God and false GODS		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- State the reason why Elijah condemned social injustice
- Distinguish between true God and false gods as outlined in the story
- Appreciate the role played by Elijah

KEY INQUIRY QUESTIONS:

1. How did Elijah perform the Contest?
2. How did Elijah demonstrate God's power during the contest at Mount Carmel?
3. Why did Elijah condemn social injustice?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 37-41

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>

HUMAN EXPERIENCE	Review the previous lesson In pairs, guide the learners to study the pictures in activity , learner's book page ● This promotes learning to learn Let the learners identify who they think is praying to the true God from the pictures
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse 1 kings 18:26-39 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to discuss the importance of worshipping the true God ● This will promote imagination and creativity. Let the learners compare and contrast between true God and false gods. ● This enhances critical thinking and problem solving
PUPIL'S ACTIVITY	Guide the learners to write the difference between true God and false god on a chart and display it at the CRE Corner ● Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to use digital devices to watch a video clip on Elijah and Baal Gods ● This promotes digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE BIBLE – bible stories – God's protection		
Sub-strand/Sub-Theme/Sub-topic			How God used Pharaoh's daughter to rescue and protect Moses		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Narrate the story of how God used the Pharaoh's daughter to rescue and protect Moses
- Identify the lessons learnt from the story
- Appreciate the importance of helping those in need

KEY INQUIRY QUESTIONS:

1. What do you learn from the story of Moses' birth?
2. How did the king's daughter rescue Moses?
3. What do you like about Pharaoh's daughter?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 41-42

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson In pairs, guide the learners to study the pictures in the learner's book. Guide the learners in explaining what they see in pictures ● This will foster learning to learn
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Exodus2:5-6 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to describe how Pharaoh's daughter took care of the baby. ● This promotes the value of love Guide the learners to discuss how to help those in need. Guide the learners to discuss what parents and teachers expect them to observe safety. ● This promotes safety and security. Allow learners to identify how they would protect people who are in danger
PUPIL'S ACTIVITY	Let the learners to narrate the story of how God used pharaoh's daughter to rescue and protect Moses. ● This will foster self-efficacy Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to use digital devices to watch a video clip of how God used pharaoh's daughter to rescue and protect Moses. ● This promotes digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE BIBLE – bible stories – God’s protection		
Sub-strand/Sub-Theme/Sub-topic			How God used Pharaoh’s daughter to rescue and protect Moses		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Narrate the story of how God used the Pharaoh’s daughter to rescue and protect Moses
- Identify the lessons learnt from the story
- Appreciate the importance of helping those in need

KEY INQUIRY QUESTIONS:

1. What do you learn from the story of Moses’ birth?
2. How did the king’s daughter rescue Moses?
3. What do you like about Pharaoh’s daughter?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner’s book 5 Page 41-42

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson In pairs, guide the learners to study the pictures in the learner’s book. Guide the learners in explaining what they see in pictures ● This will foster learning to learn
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Exodus2:5-6 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to describe how Pharaoh’s daughter took care of the baby. ● This promotes the value of love Guide the learners to discuss how to help those in need. Guide the learners to discuss what parents and teachers expect them to observe safety. ● This promotes safety and security. Allow learners to identify how they would protect people who are in danger
PUPIL’S ACTIVITY	Let the learners to narrate the story of how God used pharaoh’s

	daughter to rescue and protect Moses. ● This will foster self-efficacy Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to use digital devices to watch a video clip of how God used pharaoh's daughter to rescue and protect Moses. ● This promotes digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE BIBLE – bible stories – God's protection		
Sub-strand/Sub-Theme/Sub-topic			Values learnt from Pharaoh's daughter		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Narrate the story of how God used the Pharaoh's daughter to rescue and protect Moses
- Identify values which Christians learn from Pharaoh's daughter to show compassion to others
- Appreciate the importance of helping those in need

KEY INQUIRY QUESTIONS:

1. What do you learn from the story of Moses' birth?
2. How did the king's daughter rescue Moses?
3. What do you like about Pharaoh's daughter?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 41-43

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson Guide the learners to watch a short video clip. Teacher to ask oral questions based from the video clip
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Exodus 2:1-10 ● Learning to learn – read and interpreting the bible reading

BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class This will enhance imagination and creativity
APPLICATION AND RESPONSE	Lead the learners to identify values from Pharaoh's daughter when she rescued Moses. Let the learners explain how Pharaoh's daughter showed values of mercy, love, responsibility and empathy. This promotes the value of love lead the learners to explain how they practice the values they have learnt from the story of how God used pharaoh's daughter to rescue and protect Moses at home, school . church and the community
PUPIL'S ACTIVITY	Guide the learners to fill in the missing letters to get the values which were demonstrated by Pharaoh's daughter from the activity in learner's book page Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to sing the song in the learner's book using their own tune. This links to Music

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE BIBLE – bible stories – service to God		
Sub-strand/Sub-Theme/Sub-topic			The Call of Moses		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Narrate the story of the call of Moses to describe God's plan
- Outline lessons learnt about God from the story of Moses to live meaningfully
- Appreciate the importance of obeying God's instructions

KEY INQUIRY QUESTIONS:

- Why did God call Moses?
- Why did Moses obey God?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 43-49

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson Guide the learners to study the pictures in the learner's book page in pairs Let them interpret what is happening in the picture. ● Guide them to discuss what they do when they are called. ●
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Exodus 3:1-10 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to state what Moses was doing when he saw the burning bush. Lead the learners to explain why Moses removed his sandals. Allow the learners to discuss what God asked Moses to do for Him ● Guide the learners to narrate the story of the call of Moses in their own words. ●
PUPIL'S ACTIVITY	Guide the learners to role play the call of Moses. ● This will foster self efficacy Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to watch a video clip on digital devices about the call of Moses ● This promotes digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE BIBLE – bible stories – service to God		
Sub-strand/Sub-Theme/Sub-topic			Lessons learnt about God from The Call of Moses		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Outline lessons learnt about God from the story of Moses to live meaningfully
- Narrate the story of the call of Moses to describe God's plan
- Appreciate the importance of obeying God's instructions

KEY INQUIRY QUESTIONS:

1. Why did God call Moses?
2. Why did Moses obey God?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 43-49

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson Guide the learners to study the pictures in the learner's book page in pairs Let them interpret what is happening in the picture. Guide them to discuss what they learned about God from the call of Moses ● This enhances critical thinking and problem solving
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Exodus 3:1-10 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to discuss how Moses showed obedience to God Guide the learners to identify the values demonstrated by Moses when he was called by GOD. ● This promotes communication and collaboration. Let them discuss how they demonstrated the values showed by Moses in their daily lives. ● This enhances creativity and imagination
PUPIL'S ACTIVITY	Guide the learners to outline the lessons learnt about God from the call of Moses Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to watch a video clip on digital devices about the call of Moses ● This promotes digital literacy

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REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE BIBLE – bible stories – service to God			
Sub-strand/Sub-Theme/Sub-topic		How leaders should obey God’s instructions in the society.			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Explain how leaders should obey God’s instruction in society.
- Narrate the story of the call of Moses to describe God’s plan
- Appreciate the importance of obeying God’s instructions

KEY INQUIRY QUESTIONS:

1. Why did God call Moses?
2. Why did Moses obey God?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner’s book 5 Page 43-49

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson Guide the learners to study the pictures in the learner’s book page in pairs Let them interpret what is happening in the picture. Guide them to discuss what they learned about God from the call of Moses ● This enhances critical thinking and problem solving
BIBLICAL EXPERIENCE	Guide the learners to find and read bible verse Exodus 3:1-10 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to outline the roles they take part in the church ● This enhances self efficacy Lead them to explain why they take part in church roles. Allow them to explain how they obey instructions at home and school

	Lead learners to identify leaders at home, school , in church and the community Guide the learners to discuss how leaders should obey God's instruction in the society. ● This promotes communication and collaboration
PUPIL'S ACTIVITY	Allow the learners to outline the importance of obeying God's instructions Copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to do assessment 2' learners' book page ●

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE LIFE OF JESUS			
Sub-strand/Sub-Theme/Sub-topic		The teachings of John the Baptist in preparation for the coming of Messiah			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Explain the teachings of John the Baptist in preparation for the coming of the Messiah
2. Identify the values by John the Baptist and apply them for harmonious living
3. Appreciate the lessons learnt from the teachings of John the Baptist to Christians

KEY INQUIRY QUESTIONS:

1. What did John the Baptist tell the crowd?
2. What values should guide you as a Christian?

LEARNING RESOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 50-51

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson Guide the learners to recall what they learnt about the birth of John the Baptist in grade 4.

	Let them identify the names of the parents John the Baptist This enhances critical thinking and problem solving
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Luke 3:3 Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to outline the meaning of repentance through question and answer method - This enhances self efficacy Lead them to state what God wants them to do so that he can forgive their sins according to the teaching of John the Baptist - This promotes communication and collaboration
PUPIL'S ACTIVITY	Allow the learners to discuss the meaning of baptism after repentance Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Discuss how the coming of Jesus Christ This will develop the competence of critical thinking and problem solving

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE LIFE OF JESUS		
Sub-strand/Sub-Theme/Sub-topic			The teachings of John the Baptist in preparation for the coming of Messiah		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Explain the teachings of John the Baptist in preparation for the coming of the Messiah
- Identify the values by John the Baptist and apply them for harmonious living
- Appreciate the lessons learnt from the teachings of John the Baptist to Christians

KEY INQUIRY QUESTIONS:

- What did John the Baptist tell the crowd?

- What values should guide you as a Christian?

LEARNING RESOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 50-51

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson Guide the learners to recall what they learnt about the birth of John the Baptist in grade 4. Let them identify the names of the parents John the Baptist • This enhances critical thinking and problem solving
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Luke 3:9-14 • Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class • This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to list the characters which were addressed by John the Baptist in Luke 3:9-14 • This enhances self efficacy Let the learners write down the instructions given to the various groups of people by John the Baptist • This promotes social justice Let them identify the deeds John the Baptist would talk against today in the community
PUPIL'S ACTIVITY	Allow the learners to discuss how the teaching of John the Baptist helped people to live harmony Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Discuss how the coming of Jesus Christ • This will develop the competence of critical thinking and problem solving

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE LIFE OF JESUS		

Sub-strand/Sub-Theme/Sub-topic	Values taught by John the Baptist

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Explain the teachings of John the Baptist in preparation for the coming of the Messiah
2. Identify the values by John the Baptist and apply them for harmonious living
3. Appreciate the lessons learnt from the teachings of John the Baptist to Christians

KEY INQUIRY QUESTIONS:

- What did John the Baptist tell the crowd?
- What values should guide you as a Christian?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 51-53

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson Guide the learners to Identify the values taught by John the Baptist from the picture, learner's book page 51 ● This enhances critical thinking and problem solving Let the learners write the values down in their exercise books
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Luke 3:9-14 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to list other values which John the Baptist taught. Teacher to emphasis on the need for them to practice justice ● This will promote love Lead the learners to explain how they practice the values taught by John the Baptist ● This promotes social justice
PUPIL'S ACTIVITY	In groups, guide the learners to recite the poem in the Learner's book page 52 in turns Allow them to find out the meaning of Justice from a dictionary Lead the learners to state causes of social injustice from the poem Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points

EXTENDED ACTIVITIES	Learners to identify some social injustices practiced in the society today This will develop the competence of critical thinking and problem solving
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REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE LIFE OF JESUS			
Sub-strand/Sub-Theme/Sub-topic		The baptism of Jesus – Events that took place during the Baptism of Jesus Christ			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Outline the events that took place at the Baptism of Jesus Christ
2. State the importance of Baptism in the life of a Christian.
3. Emulate Jesus Christ by exercising humility in his or her relationship with others

KEY INQUIRY QUESTIONS:

- What is baptism?
- Why was Jesus baptised?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 53-54

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson Let the learners to examine the picture, learner's book page 53 Guide them to describe what is happening in the picture This enhances critical thinking and problem solving Allow the learners to discuss the meaning of Baptism
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Luke 3:21-22 Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class This will enhance imagination and creativity
APPLICATION AND RESPONSE	Let the learners discuss the events that took place during the Baptism of Jesus Christ This will help them to develop the competence of imagination and

	creativity
PUPIL'S ACTIVITY	Guide the learners to sing the song in the learner's book page 54 using their own tune • This links to music Let them discuss why Jesus was baptized according to the song Let them identify the values that were demonstrated by Jesus during baptism according to the song Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Learners to draw and colour a picture on the baptism of Jesus • This will develop the competence of imagination and creativity

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE LIFE OF JESUS			
Sub-strand/Sub-Theme/Sub-topic		The baptism of Jesus – Importance of Baptism in the life of a Christian			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Outline the events that took place at the Baptism of Jesus Christ
- State the importance of Baptism in the life of a Christian.
- Emulate Jesus Christ by exercising humility in his or her relationship with others

KEY INQUIRY QUESTIONS:

- What is baptism?
- Why was Jesus baptised?
- What is the importance of Baptism in the life of a Christian?

LEARNING RESOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 55

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN	Review the previous lesson

EXPERIENCE	Let the learners state to their friends their baptismal names Teacher to show them picture cut outs of different baptism ceremonies for them to identify that different Christian groups celebrate baptism differently
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Luke 3:21-22 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Ask the learners to explain why Jesus Christ had to be Baptised ● This will help them to develop the competence of imagination and creativity Guide them to outline why they were Baptised ● This will help them develop communication and collaboration
PUPIL'S ACTIVITY	Ask the learners to discuss the importance of baptism in the life of a Christian Guide them to explain how they demonstrate humility in their relationship with others ● This will help foster competence of critical thinking Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Learners to draw and colour a picture on the baptism of Jesus ● This will develop the competence of imagination and creativity

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE LIFE OF JESUS			
Sub-strand/Sub-Theme/Sub-topic		God's power over nature – miracle of calming the storm			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Narrate the miracle of calming the storm to understand the power of God over nature.
2. Discuss lessons learnt from the miracle of calming the storm for spiritual growth
3. Appreciate God's power over nature by seeking Him during challenges

KEY INQUIRY QUESTIONS:

How did Jesus calm the storm?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,
Longhorn CRE Learner's book 5 Page 55-56

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Teacher to use question and answer s to create in their mind a picture of a boat in their middle of a lake. This enhances their imagination and creativity competence
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Luke 3:21-22 Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners identify the problems were facing in the lake. Let them state how the problem was solved. - This encourages problem solving Guide the learners to identify problems which people face that threatens their lives - This promotes life skills
PUPIL'S ACTIVITY	Guide the learners to narrate the miracle of calming the storm This will help them to develop the competence of self efficacy Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to play and watch the video clip of Jesus calming the storm from digital devices This will promote the competency of digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			

Strand/Theme/Topic	THE LIFE OF JESUS
Sub-strand/Sub-Theme/Sub-topic	God's power over nature – lessons learnt from the miracle of calming the storm

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Narrate the miracle of calming the storm to understand the power of God over nature.
2. Discuss lessons learnt from the miracle of calming the storm for spiritual growth
3. Appreciate God's power over nature by seeking Him during challenges

KEY INQUIRY QUESTIONS:

How did Jesus calm the storm?

Why did Jesus calm the storm?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 56-

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Lead the learners to examine the picture in the learner's book page 56 Ask oral questions based from the pictures
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Luke 3:21-22 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class Explain to the learners how the wind and the waves obeyed Jesus Christ when He commanded them to calm down ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to discussed how Jesus showed his power over nature Let the learners outline lessons they learn from the miracle of calming the storm ● This will promote imagination and creativity
PUPIL'S ACTIVITY	Guide the learners to compose a poem on God's power over nature ● This will help them to develop the competence of imagination and creativity Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on

	their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to play and watch the video clip of Jesus calming the storm from digital devices This will promote the competency of digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE LIFE OF JESUS			
Sub-strand/Sub-Theme/Sub-topic		God's power over nature – lessons learnt from the miracle of calming the storm			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Narrate the miracle of calming the storm to understand the power of God over nature.
2. Explain ways Christian use to overcome challenges
3. Appreciate God's power over nature by seeking Him during challenges

KEY INQUIRY QUESTIONS:

1. How did Jesus calm the storm?
2. Why did Jesus calm the storm?
3. What do you do when faced with difficult situations?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 57

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Lead the learners to examine the picture in the learner's book page 57 Ask oral questions based from the pictures Let them identify the problem each person in the pictures is facing
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Luke 3:21-22 Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class Explain to the learners how the wind and the waves obeyed Jesus Christ when He commanded them to calm down

	This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to outline how Christians overcome challenges in their lives. This will help them to promote critical thinking and problem solving Guide the learners to state the need for calm and prayer when faced with challenges. Let them understand that asking for help from parents , teachers and elders is also a way of solving challenges
PUPIL'S ACTIVITY	Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to play and watch the video clip of Jesus calming the storm from digital devices This will promote the competency of digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE LIFE OF JESUS			
Sub-strand/Sub-Theme/Sub-topic		Compassion For The Needy - The feeding of 4000 men			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Describe the story of the feeding of 4000 men as a sign of compassion by Jesus
2. Explain ways through which Christians show compassion for needy in the community
3. Appreciate the importance of supporting the needy for responsible living.

KEY INQUIRY QUESTIONS:

Why did Jesus feed the 4000 men?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 57-58

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>

HUMAN EXPERIENCE	Review the previous lesson. Through question and answer, guide the learners to identify the needy people in the society Let them state how they help the needy
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Matthew 15:32-38 Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Let the learners state how many loaves and fish Jesus Christ used to feed the 4000 men Guide them to discuss the biblical teaching of the verse with the class This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to understand Jesus felt compassion for the people and recognized the need to feed them Led them to identify the values which Jesus Christ demonstrated when he felt the 400 men
PUPIL'S ACTIVITY	Ask learners to recall and analyse the story they have read. Assess learners ability to narrate the story in their own words Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to play and watch the video clip of Jesus feeding the 4000 men This will promote the competency of digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE LIFE OF JESUS		
Sub-strand/Sub-Theme/Sub-topic			Compassion For The Needy - The feeding of 4000 men		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE

TO:

1. Describe the story of the feeding of 4000 men as a sign of compassion by Jesus
2. Explain ways through which Christians show compassion for needy in the community
3. Appreciate the importance of supporting the needy for responsible living.

KEY INQUIRY QUESTIONS:

Why did Jesus feed the 4000 men?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 57-58

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Guide the learners and let them examine the picture which is in the learner's book page 58 Let them explain what is happening in the picture ● This will promote imagination and creativity Guide the learners to list some needy situations in their community and how Christians help those stricken by disasters
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Matthew 15:32-38 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Let the learners state how many loaves and fish Jesus Christ used to feed the 4000 men Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to understand Jesus felt compassion for the people and recognized the need to feed them ● Led them to identify the values which Jesus Christ demonstrated when he felt the 400 men
PUPIL'S ACTIVITY	Guide the learners to discuss why Jesus feed 4000 men ● This promote communication and collaboration Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to play and watch the video clip of Jesus feeding the 4000 men ● This will promote the competency of digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE LIFE OF JESUS			
Sub-strand/Sub-Theme/Sub-topic		Compassion For The Needy - Ways through which Christian show compassion for the needy.			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Describe the story of the feeding of 4000 men as a sign of compassion by Jesus
2. Explain ways through which Christians show compassion for needy in the community
3. Appreciate the importance of supporting the needy for responsible living.

KEY INQUIRY QUESTIONS:

Why did Jesus feed the 4000 men?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 58-59

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Learners to play and watch a video clip on the feeding of the 4000 men from digital devices
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Matthew 15:32-38 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Let the learners state how many loaves and fish Jesus Christ used to feed the 4000 men Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to identify the values learnt from the miracle of feeding the 4000 men ● This promotes self efficacy Led them to identify the values which Jesus Christ demonstrated when he fed the 400 men
PUPIL'S ACTIVITY	Guide the learners to discuss what they would do if they found one of their classmate without food during lunch ● This promote communication and collaboration Learners to explain the importance of helping the needy

	This promotes compassion and responsibility Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to play and watch the video clip of Jesus feeding the 4000 men This will promote the competency of digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE LIFE OF JESUS			
Sub-strand/Sub-Theme/Sub-topic		Power of Jesus over life – the healing of the paralysed man			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Describe the healing of the paralysed man to describe the power of Jesus
2. Explain lessons Christians learn from the healing of the paralysed man
3. Appreciate the great work of Jesus from the healing of the paralytic man

KEY INQUIRY QUESTIONS:

Why did Jesus do to the paralysed man?

Why was the paralysed man brought to Jesus?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 60-61

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Learners to play and watch a video clip on the healing of the paralysed man
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Mark 2:1-5 Learning to learn – read and interpreting the bible reading

BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class This will enhance imagination and creativity Ask them to explain how the paralysed man reached Jesus Christ
APPLICATION AND RESPONSE	Guide the learners to discuss how the men who carried the paralysed man demonstrated their faith in God through Jesus Christ
PUPIL'S ACTIVITY	Guide the learners to compose a thanksgiving prayer for the healing of the sick This promote communication and collaboration Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to play and watch the video clip of the healing of the paralysed man This will promote the competency of digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE LIFE OF JESUS		
Sub-strand/Sub-Theme/Sub-topic			Power of Jesus over life – the healing of the paralysed man		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Describe the healing of the paralysed man to describe the power of Jesus
2. Explain lessons Christians learn from the healing of the paralysed man
3. Appreciate the great work of Jesus from the healing of the paralytic man

KEY INQUIRY QUESTIONS:

Why did Jesus do to the paralysed man?

Why was the paralysed man brought to Jesus?

LEARNING RESOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 60-61

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Pair the learners, let them examine the picture in the learner's book, page 60 Let them analyse what is happening in the picture. Listen to the learners as they present their experiences of sickness and what was done for them to recover Guide them to discuss what they did to recover from a disease ● This promote learning to learn
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Mark 2:1-5 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to discuss how the men who carried the paralysed man demonstrated their faith in God through Jesus Christ Guide the learners to list the values learnt from the people who brought the paralysed man to Jesus Lead them to discuss how they apply the values demonstrated by the people who carried the paralysed man to Jesus Christ ● This will foster self efficacy
PUPIL'S ACTIVITY	Allow the learners to describe the healing of the paralysed man. ● This promote communication and collaboration Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to play and watch the video clip of the healing of the paralysed man ● This will promote the competency of digital literacy

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE LIFE OF JESUS		
Sub-strand/Sub-Theme/Sub-topic			Power of Jesus over life – lessons learnt from the		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Describe the healing of the paralysed man to describe the power of Jesus
- Explain lessons Christians learn from the healing of the paralysed man
- Appreciate the great work of Jesus from the healing of the paralytic man

KEY INQUIRY QUESTIONS:

Why did Jesus do to the paralysed man?

Why was the paralysed man brought to Jesus?

What lessons do you learn from the healing of the paralysed man?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner's book 5 Page 61-63

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Pair the learners, guide them to examine and analyse the picture in the learner's book page 61 Let them read what the children wrote about what they have learnt from the healing of the paralysed man
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Mark 2:1-5 Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to discuss how the men who carried the paralysed man demonstrated their faith in God through Jesus Christ Guide the learners to list the values learnt from the people who brought the paralysed man to Jesus Lead them to discuss how they apply the values demonstrated by the people who carried the paralysed man to Jesus Christ This will foster self efficacy
PUPIL'S ACTIVITY	Allow the learners to list down the lessons learnt from the healing of the healing of the paralysed man This promote communication and collaboration Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points

EXTENDED ACTIVITIES	Guide the learners to make flashcards using digital devices Let them write in them lessons they learn from the healing of the paralysed man This will promote the competency of digital literacy
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REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		TEACHINGS OF JESUS CHRIST			
Sub-strand/Sub-Theme/Sub-topic		Recovery of the lost human – the parable of the lost sheep			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Narrate the parable of the lost sheep to give gratitude to God
2. Explain lessons learnt from the parable of the lost believers
3. Appreciate Jesus love for the lost sinners by showing concern for others

KEY INQUIRY QUESTIONS:

1. Who is the lost sheep in the parable?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 63-64

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Guide the learners to sing the song which is in the learner's book This links to Music
BIBLICAL EXPERIENCE	Guide the learners to find and read bible LUKE 15:1-7 Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class This will enhance imagination and creativity Guide the learners to explain who the lost sheep are
APPLICATION AND RESPONSE	Let the learners' state who the good shepherd is. This will promote the competence of imagination and creativity
PUPIL'S ACTIVITY	Let the learners narrate the parable of the lost sheep

	This promote communication and collaboration Let the learners discuss what the parable of the lost sheep teaches Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to watch a video clip of the parable of the lost sheep This will promote the competency of digital literacy

REFLECTION ON THE LESSON:

	5	C.R.E			
Strand/Theme/Topic		TEACHINGS OF JESUS CHRIST			
Sub-strand/Sub-Theme/Sub-topic		Recovery of the lost human – the parable of the lost sheep			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Narrate the parable of the lost sheep to give gratitude to God
2. Explain lessons learnt from the parable of the lost believers
3. Appreciate Jesus love for the lost sinners by showing concern for others

KEY INQUIRY QUESTIONS:

1. Who is the lost sheep in the parable?
2. What was the shepherd's reaction to the lost sheep?

LEARNING RESOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 63-64

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Guide the learners to sing the song which is in the learner's book This links to Music

BIBLICAL EXPERIENCE	Guide the learners to find and read bible LUKE 15:1-7 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity Guide the learners to explain who the lost sheep are
APPLICATION AND RESPONSE	Let the learners' state who the good shepherd is. ● This will promote the competence of imagination and creativity Lead the learners to identify ways through which christians bring back the lost sheep to Jesus Christ
PUPIL'S ACTIVITY	Let the learners narrate the parable of the lost sheep ● This promote communication and collaboration Let the learners discuss what the parable of the lost sheep teaches Guide them to discuss ways of giving thanks to God Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to watch a video clip of the parable of the lost sheep ● This will promote the competency of digital literacy Allow the learners to compose a prayer thanking God for the forgiveness of sins

REFLECTION ON THE LESSON:

	5	C.R.E			
Strand/Theme/Topic			TEACHINGS OF JESUS CHRIST		
Sub-strand/Sub-Theme/Sub-topic			Recovery of the lost human – lessons learnt from the parable of the lost sheep		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Narrate the parable of the lost sheep to give gratitude to God
2. Explain lessons learnt from the parable of the lost believers
3. Appreciate Jesus love for the lost sinners by showing concern for others

KEY INQUIRY QUESTIONS:

- a. Who is the lost sheep in the parable?

- b. What was the shepherd's reaction to the lost sheep?
- c. Why should Christian search for a lost believer?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 63-65

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Through question and answer, recall the parable of the lost sheep
BIBLICAL EXPERIENCE	Guide the learners to find and read bible LUKE 15:1-7 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity Guide the learners to explain who the lost sheep are
APPLICATION AND RESPONSE	Ask learners to outline the lessons they learnt from the parable of the lost sheep. Allow the learners to explain how the parable relates to their lives. ● This will help them develop self efficacy Let learners recognize that God is always ready to receive us again even after we sin Allow them to state how they can help a friend who longer goes to church
PUPIL'S ACTIVITY	Let the learners narrate the parable of the lost sheep ● This promote communication and collaboration Let the learners discuss what the parable of the lost sheep teaches Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to role play the parable of the lost sheep ● This will help promote the competence of imagination and creativity

REFLECTION ON THE LESSON:

	5	C.R.E			
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Strand/Theme/Topic	TEACHINGS OF JESUS CHRIST
Sub-strand/Sub-Theme/Sub-topic	Responsible living – Virtues Jesus Christ taught in the sermon on the Mount

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Outline the virtues Jesus taught in the sermon on the mount for application in day to day life
2. Explain the benefits of observing the moral teachings of Jesus for own self and others
3. Recognise the importance of living with others for peaceful co-existence

KEY INQUIRY QUESTIONS:

1. What virtues did Jesus teach in the sermon on the mount

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 65-66

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Let the learners find the meaning of the word virtue from the dictionary ● This will enhance learning to learn
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Matthew 5:7-9 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity Guide the learners to identify lessons learnt from the sermon on the mount.
APPLICATION AND RESPONSE	Let the learners explain how they practice the virtues while relating with others ● This will help them develop self efficacy
PUPIL'S ACTIVITY	Guide the learners to write down other virtues Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points

EXTENDED ACTIVITIES	Guide the learners to recite and memorize Matthew 5:7-9 This will help promote the competence of imagination and creativity

REFLECTION ON THE LESSON:

	5	C.R.E			
Strand/Theme/Topic		TEACHINGS OF JESUS CHRIST			
Sub-strand/Sub-Theme/Sub-topic		Responsible living – Virtues Jesus Christ taught in the sermon on the Mount			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Outline the virtues Jesus taught in the sermon on the mount for application in day to day life
- Explain the benefits of observing the moral teachings of Jesus for own self and others
- Recognise the importance of living with others for peaceful co-existence

KEY INQUIRY QUESTIONS:

- What virtues did Jesus teach in the sermon on the mount

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 65-66

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Let the learners find the meaning of the word virtue from the dictionary This will enhance learning to learn Guide the learners to examine the picture in the learner's book Guide them to explain the importance of living in harmony
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Matthew 5:7-9 Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class This will enhance imagination and creativity Guide the learners to identify lessons learnt from the sermon on the mount.

APPLICATION AND RESPONSE	Let the learners explain how they practice the virtues while relating with others • This will help them develop self efficacy Let the learners explain why it is important to live in harmony Help them recognize that God wants us to live in peace
PUPIL'S ACTIVITY	Guide the learners to write down other virtues Let the learners discuss what happens when we live in harmony with others Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to recite and memorize Matthew 5:7-9 • This will help promote the competence of imagination and creativity

REFLECTION ON THE LESSON:

	5	C.R.E			
Strand/Theme/Topic			TEACHINGS OF JESUS CHRIST		
Sub-strand/Sub-Theme/Sub-topic			Responsible living – Benefits of observing the moral Teaching Of Jesus		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Outline the virtues Jesus taught in the sermon on the mount for application in day to day life
2. Explain the benefits of observing the moral teachings of Jesus for own self and others
3. Recognise the importance of living with others for peaceful co-existence

KEY INQUIRY QUESTIONS:

- a. What virtues did Jesus teach in the sermon on the mount
- b. How should a Christian relate with others?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 65-68

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN	Review the previous lesson.

EXPERIENCE	Let the learners examine the pictures in the learner's book page 66 and outline what is happening Group the learners, guide them to read the story in the learners book. This will help promote the competence of learning to learn# Ask learners to identify the virtue which Akiru showed
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Matthew 5:7-9 Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class This will enhance imagination and creativity Guide the learners to identify lessons/virtues learnt from the sermon on the mount.
APPLICATION AND RESPONSE	Allow the learners to describe an occasion when they showed the virtues taught by Jesus Christ Guide the learners to outline the importance of practicing the virtues as taught by Jesus Christ Let each learner explain to the class how he or she practices the virtue they picked
PUPIL'S ACTIVITY	Guide the learners to write down other virtues they learnt from the sermon of the mount Learners to outline the benefits of observing the moral teachings of Jesus Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to recite and memorize Matthew 5:7-9 This will help promote the competence of imagination and creativity

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			TEACHINGS OF JESUS CHRIST		
Sub-strand/Sub-Theme/Sub-topic			Empowering the needy – the rich young man		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Narrate the story of the rich young man for moral application
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- Appreciate the importance of respecting spiritual and material resources

KEY INQUIRY QUESTIONS:

- What did Jesus teach in the story of the rich young man?
- Why did the rich young man find it difficult to share with others?
- Which practices are carried out in the community to support the need?

LEARNING RESOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,
Longhorn CRE Learner's book 5 Page 68-71

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Let the learners brainstorm if they were the richest in the world Identify who are the needy in the community
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Matthew 19:16-22 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity Guide the learners to narrate the story of the rich young man Let the learners explain what the rich young man wanted to know from Jesus ●
APPLICATION AND RESPONSE	Guide the learners to discuss the meaning of eternal life Allow them to state how they practice the lesson they have learnt from the story of the rich young man ● Guide them to state how they practice lessons learnt from the story of the rich young man ●
PUPIL'S ACTIVITY	Guide the learners to draw a picture of the rich young man with Jesus ● Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to recite and memorize Matthew 19:16-22 ● This will help promote the competence of imagination and creativity

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
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	5	C.R.E			
Strand/Theme/Topic			TEACHINGS OF JESUS CHRIST		
Sub-strand/Sub-Theme/Sub-topic			Empowering the needy – relevance of the teachings of Jesus in the story of the rich young man		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Narrate the story of the rich young man for moral application
- Outline the relevance of the teachings of Jesus in the story of the rich young man
- Appreciate the importance of respecting spiritual and material resources

KEY INQUIRY QUESTIONS:

- What did Jesus teach in the story of the rich young man?
- Why did the rich young man find it difficult to share with others?
- Which practices are carried out in the community to support the need?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 68-71

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Let the learners read the story in the learner's book page 69 ● This enhances learning to learn Allow them to describe what Michael does that please God Guide the learners to discuss the values Michael practises
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Matthew 19:16-22 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity Guide the learners to narrate the story of the rich young man Let the learners explain what the rich young man wanted to know from Jesus
APPLICATION AND RESPONSE	Guide the learners to discuss the meaning of eternal life Lead them to describe what they should do to obtain eternal life ● This will foster self efficacy Allow them to state how they practice the lesson they have learnt from the story of the rich young man Guide them to state how they practice lessons learnt from the story of the rich young man Guide the learners to list values practiced by the rich young man
PUPIL'S ACTIVITY	Learners to role play the story of the rich young man Take/copy summary notes

CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to recite and memorize Matthew 19:16-22 This will help promote the competence of imagination and creativity

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		TEACHINGS OF JESUS CHRIST			
Sub-strand/Sub-Theme/Sub-topic		Empowering the needy – ways in which Christians apply the teachings in the story of the rich young man			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Narrate the story of the rich young man for moral application
- Explain how Christians apply the teachings in the story of the rich young man to empower others in the community
- Appreciate the importance of respecting spiritual and material resources

KEY INQUIRY QUESTIONS:

- What did Jesus teach in the story of the rich young man?
- Why did the rich young man find it difficult to share with others?
- Which practices are carried out in the community to support the need?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 68-71

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Guide the learners to answer oral questions on the teachings of Jesus in the story of the rich man from the previous lesson.
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Matthew 19:16-22 Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class This will enhance imagination and creativity Let the learners outline how the rich young man demonstrated his

	love for God Let learners describe why the rich young man went away sad
APPLICATION AND RESPONSE	Allow the learners to identify temptations that can keep them away from God Guide the learners to explain how they share what they have with the needy in the society Allow them to explain how the needy in their community are helped Guide the learners to discuss why people work together in supporting the needy in their community Let them differentiate between helping and empowering the needy
PUPIL'S ACTIVITY	Lead the learners to describe how the needy are empowered today Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to do take home activity in learners book page70

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		TEACHINGS OF JESUS CHRIST			
Sub-strand/Sub-Theme/Sub-topic		Persistence in Prayer – the story of a friend at midnight			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Narrate the story of the friend at night to understand the importance of persistence
- role play the story of a friend at midnight
- Appreciate the importance of prayer for personal relationship with God

KEY INQUIRY QUESTIONS:

- Why did the friend visit at midnight?
- What are the qualities of a good friend?

LEARNING RESOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 71-73

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>

HUMAN EXPERIENCE	Review the previous lesson. Let the learners brainstorm the meaning of the term persistence
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Luke 11:5-13 Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class - This will enhance imagination and creativity Ask them to discuss why the friend visited at midnight Let the learners narrate the story of the friend at midnight Let the learners explain the story of the friend at midnight
APPLICATION AND RESPONSE	Let the learners identify the lessons they learn from the story of a friend at midnight - This will help develop the competence of communication and collaboration Lead them to discuss the importance of persistence in prayer - This will foster the value of responsibility
PUPIL'S ACTIVITY	Guide the learners to role play the story of a friend at midnight This will help them develop the competence of self efficacy Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to recite and memorize Luke 11:5-13 This will help promote the competence of imagination and creativity

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			TEACHINGS OF JESUS CHRIST		
Sub-strand/Sub-Theme/Sub-topic			Persistence in Prayer – the value of friendship		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Narrate the story of the friend at night to understand the importance of persistence
- Explain the value of friendship using lessons from the story of a friend at midnight

- Appreciate the importance of prayer for personal relationship with God

KEY INQUIRY QUESTIONS:

- Why did the friend visit at midnight?
- What are the qualities of a good friend?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 71-73

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Guide the learners with oral questions based on the story of a friend at midnight Learners to watch the video clip of a friend at midnight
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Luke 11:5-13 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity Let the learners state the importance of having true friends from the story of a friend at midnight Allow the learners to discuss what the story teaches them about prayer
APPLICATION AND RESPONSE	Guide the learners to outline the importance of prayer Guide the learners to describe how they ensure they have a good relationship with God
PUPIL'S ACTIVITY	Guide the learners to read the story in the learners book page 72 Learners to explain why they like their friends Ask learners to explain why it is good to choose friends wisely Let them explain what they do to maintain friendship Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners on what they are expected to do in the take home activity learner's book page 72 ●

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		TEACHINGS OF JESUS CHRIST			
Sub-strand/Sub-Theme/Sub-topic		Persistence in Prayer – the value of friendship			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Narrate the story of the friend at night to understand the importance of persistence
- Explain the value of friendship using lessons from the story of a friend at midnight
- Appreciate the importance of prayer for personal relationship with God

KEY INQUIRY QUESTIONS:

- Why did the friend visit at midnight?
- What are the qualities of a good friend?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 71-73

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Guide the learners with oral questions based on the story of a friend at midnight Learners to watch the video clip of a friend at midnight
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Luke 11:5-13 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity Let the learners state the importance of having true friends from the story of a friend at midnight Allow the learners to discuss what the story teaches them about prayer
APPLICATION AND RESPONSE	Guide the learners to outline the importance of prayer Guide the learners to describe how they ensure they have a good relationship with God
PUPIL'S ACTIVITY	Guide the learners to read the story in the learners book page72 Learners to explain why they like their friends Ask learners to explain why it is good to choose friends wisely

	Let them explain what they do to maintain friendship Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners on do assessment exercise 2 learner's book page 73 ●

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE CHURCH			
Sub-strand/Sub-Theme/Sub-topic		The early church – Definition of unity of believers in the early Church			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Identify different ways of definitions for unity of believers in the early church
- Explain the importance of unity among Christians
- Appreciate the importance of unity of believers in our society today

KEY INQUIRY QUESTIONS:

- What brought unity among the early believers?
- What is the importance of unity among Christians?
- How is the church involved in charity work today?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 74-77

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Ask learners to read what is the meaning of unity of believers in the learner's book page 74 ● This will foster learning to learn Allow them to discuss each definitions the learners found out ● This will promote communication and collaboration

	Let the learners write down the definitions in their notebooks ● This will enhance the value of responsibility
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Acts 2;42-47 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity Guide the learners to identify the activities that brought unity among believers in the early church from the bible reading
APPLICATION AND RESPONSE	Guide the learners to discuss the importance of unity Allow them to present in class ● Peace will be enhanced
PUPIL'S ACTIVITY	Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to recite and memorize ACTS 2:42-47 ●

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE CHURCH			
Sub-strand/Sub-Theme/Sub-topic		The early church – Activities which promote unity in the early church			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Discuss the activities that brought unity of believers in the early church
- outline activities which promoted unity among early believers in the early church
- appreciate the importance of unity of believers in our society today

KEY INQUIRY QUESTIONS:

- What brought unity among the early believers?
- What is the importance of unity among Christians?
- How is the church involved in charity work today?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,
Longhorn CRE Learner's book 5 Page 74-77

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Guide the learners to discuss the picture in the learner's book page 91 Group the learners, let them explain how the people in the pictures are promoting unity
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Acts 2;42-47 Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class This will enhance imagination and creativity Guide the learners to write down the activities that promoted unity among the believers in the church on a paper Let them cut out the paper and put it in a box Allow one learner at a time to pick a paper cutting Let them explain how they practice the activity they have picked
APPLICATION AND RESPONSE	Guide the learners to identify how different communities maintain peace Let them discuss how it is important to live in unity Encourage them to actively participate and work in groups since it enhances communication and collaboration Listen to learner's responses
PUPIL'S ACTIVITY	Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to recite and memorize ACTS 2:42-47

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE CHURCH		

Sub-strand/Sub-Theme/Sub-topic	The early church – strategies used by Christians to promote unity
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SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- outline activities which promoted unity among early believers in the early church
- Explain strategies used by Christians to promote unity among Christians for responsible living
- appreciate the importance of unity of believers in our society today

KEY INQUIRY QUESTIONS:

- What brought unity among the early believers?
- What is the importance of unity among Christians?
- How is the church involved in charity work today?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 74-77

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Guide the learners to watch a video clip of people helping the needy from the internet Learners to study the pictures in learner's book page 76 and answer the questions below the pictures Guide the learners to list activities like the one shown in the picture, which Christians carry out together
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Acts 2;42-47 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity Let the learners write down activities of charity or that Christians do today Explain to the learners that activities of charity are those acts or activities carried out to help people who are in need
APPLICATION AND RESPONSE	Guide the learners to describe activities of charity they practices
PUPIL'S ACTIVITY	Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners on how to carry out the take home activity in learner's book page 76

	Learners to do assessment 1, learners book page 77
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REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE CHURCH			
Sub-strand/Sub-Theme/Sub-topic		The lord's supper – events that took place during the Lord's supper			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Describe the events that took place during the Lord's Supper to develop spiritually
- State the reason why Jesus organized the Lord's supper
- Appreciate the importance of remembrance of the Lords' supper

KEY INQUIRY QUESTIONS:

- Why did Jesus organize the lords' supper?
- What instructions did Jesus give for celebration of the Lord's Supper?
- Why do we take the Lords Table/Eucharist today?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 77-81

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Pair the learners and let them interpret the picture in the learner's book Guide them to mention the name given to the activity shown in the picture in their church
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Luke 22:14-20 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity Ask the learners to narrate what happened during the last supper Guide the learners to arrange the events that took place during the Lord's supper in the correct order
APPLICATION AND RESPONSE	Let the learners share how Eucharist is celebrated in their churches

BIBLICAL EXPERIENCE	Guide the learners to find and read bible Luke 22:14-20 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity Ask learners to state why Jesus shared a meal with his disciples Assess each learner's responses
APPLICATION AND RESPONSE	Let the learners share how Eucharist is celebrated in their churches lead them to identify other names of the Lord's supper ● This promotes learning to learn Learners to explain the importance of the lord's supper
PUPIL'S ACTIVITY	Engage learners in reading the words in the flash cards in the learner's book in groups page 79 Lead them write the bolded words and sentences then discuss their meaning Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to watch a video clip about the Lord's supper

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE CHURCH			
Sub-strand/Sub-Theme/Sub-topic		The lord's supper – values required during the celebration of the Eucharist			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Explain the significance of the Lord's Supper to Christians today
- Identity the values required during the celebration of Lord's Table/Eucharist for application by Christians
- Appreciate the importance of remembrance of the Lords' supper

KEY INQUIRY QUESTIONS:

- Why did Jesus organize the lords' supper?

- What instructions did Jesus give for celebration of the Lord's Supper?
- Why do we take the Lords Table/Eucharist today?

LEARNING RESOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,
Longhorn CRE Learner's book 5 Page 77-81

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Organize the learner's to play and watch the video clip of the Lord's supper Guide them to answer the questions in activity 3 Let learners identify some of the values portrayed in the video clip
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Luke 22:14-20 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity Ask learners to state why Jesus shared a meal with his disciples Assess each learner's responses
APPLICATION AND RESPONSE	Let the learners share how Eucharist is celebrated in their churches Lead them to identify other names of the Lord's supper ● This promotes learning to learn
PUPIL'S ACTIVITY	Pair the learners, guide them to identify values from the crossword in the learner's book page 80 Assess their ability to identify the values Let them write down other values required in the celebration of the Lord's supper Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to learn more about the values and attitude required during PPI lesson

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE CHURCH		

Sub-strand/Sub-Theme/Sub-topic	The role of the Holy Spirit – the gifts of the Holy Spirit

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Identify the gifts of the Holy Spirit to promote spiritual maturity
- Identify how the fruits of the Holy Spirit have helped in promoting God's work
- appreciate the role of the gifts of Holy Spirit in his/her life

KEY INQUIRY QUESTIONS:

- What is the meaning of gifts of the Holy Spirit?
- What is the meaning of fruits of the Holy Spirit?
- How does the holy spirit inspire people to offer service to God and others?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 81-85

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Guide the learners to describe how the people in the picture are serving God Let them explain how their family members serve God Ask them to outline how else religious leaders serve God apart from preaching
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Corinthians 12:1-11 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity Lead them to identify the gifts of the Holy spirit from the reading Ask them to write the gifts of the Holy Spirit
APPLICATION AND RESPONSE	Let the learners explain the importance of the gifts of the Holy Spirit ●
PUPIL'S ACTIVITY	Let learners come up with a familiar tune and sing the song in the learner's book page 82 Lead them state the gifts of the Holy spirit from the song Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners write down the gifts of the holy spirit in a chart

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REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE CHURCH		
Sub-strand/Sub-Theme/Sub-topic			The role of the Holy Spirit – the fruits and gifts of the Holy Spirit		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Identify the fruits and gifts of the Holy Spirit to promote spiritual maturity
- Differentiate between the gifts and fruits of the Holy spirit
- appreciate the role of the gifts of Holy Spirit in his/her life

KEY INQUIRY QUESTIONS:

- What is the meaning of gifts of the Holy Spirit?
- What is the meaning of fruits of the Holy Spirit?
- How does the holy spirit inspire people to offer service to God and others?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 81-85

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Guide the learners to describe how the people in the picture are serving God Let them explain how their family members serve God Ask them to outline how else religious leaders serve God apart from preaching
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Corinthians 12:1-11 and Galatians 5:22-23 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity Lead them to identify the gifts and fruits of the Holy spirit from the readings Ask them to write the gifts and fruits of the Holy Spirit

	Guide the learners to Differentiate between the gifts and fruits of the Holy spirit
APPLICATION AND RESPONSE	Let the learners explain the importance of the fruits and gifts of the Holy Spirit
PUPIL'S ACTIVITY	Let learners come up with a familiar tune and sing the song in the learner's book page82 Lead them state the gifts of the Holy spirit from the song Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners write down the fruits and gifts of the holy spirit in a chart

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE CHURCH			
Sub-strand/Sub-Theme/Sub-topic		The role of the Holy Spirit – how the fruits of the holy spirit helps in promoting God's work			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Identify how the fruits of the Holy Spirit have helped in promoting God's work
- discuss the fruits of the Holy spirit
- appreciate the role of the gifts of Holy Spirit in his/her life

KEY INQUIRY QUESTIONS:

- What is the meaning of gifts of the Holy Spirit?
- What is the meaning of fruits of the Holy Spirit?
- How does the holy spirit inspire people to offer service to God and others?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 81-85

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>

HUMAN EXPERIENCE	Review the previous lesson. Guide the learners to examine the pictures of the tree showing the fruits of the holy spirit
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Galatians 5:22-23 Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class This will enhance imagination and creativity Lead them to identify the fruits of the Holy spirit from the reading Ask them to write the fruits of the Holy Spirit
APPLICATION AND RESPONSE	Let the learners explain the importance of the fruits of the Holy Spirit Ask the learners to explain how each fruit of the holy spirit helps in promoting God's work Assess each learners responses
PUPIL'S ACTIVITY	Let learners come up with a familiar tune and sing the song about fruits of the holy spirit Lead them state the gifts of the Holy spirit from the song Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners write down the fruits of the holy spirit in a chart

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic			THE CHURCH		
Sub-strand/Sub-Theme/Sub-topic			The role of the Holy Spirit – Values that influence the life of Christians from the gift and fruits of the Holy Spirit		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Identify how the fruits of the Holy Spirit have helped in promoting God's work

- list values which should influence the life Christians from the gifts and fruits of the Holy Spirit
- appreciate the role of the gifts of Holy Spirit in his/her life

KEY INQUIRY QUESTIONS:

- What is the meaning of gifts of the Holy Spirit?
- What is the meaning of fruits of the Holy Spirit?
- How does the holy spirit inspire people to offer service to God and others?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner's book 5 Page 81-85

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Guide the learners to examine the pictures in activity 6 learners book page 84 Let them discuss what is happening in the picture Guide them to write down the values which are being demonstrated by the people in the pictures
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Galatians 5:22-23 and Corinthians 12:1-11 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity Lead them to identify the fruits and gifts of the Holy spirit from the reading
APPLICATION AND RESPONSE	Guide the learners to relate the activities carried in the pictures they observed to the fruit of the holy spirit Let learners explain how the fruit of the Holy spirit helps them in relating well with others
PUPIL'S ACTIVITY	Let learners identify values that influence the life of Christians from the gift and fruits of the Holy Spirit Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners on how to carry out the take home activity page 85

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
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	5	C.R.E			
Strand/Theme/Topic			THE CHURCH		
Sub-strand/Sub-Theme/Sub-topic			Power of intercessory – the story of Peter’s miraculous rescue		

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Narrate the story of Peter’s miraculous rescue to understand the power of intercessory prayers
- Explain various ways Christians demonstrate their faith in God
- Appreciate lessons learnt from the story of Peter’s rescue by doing what is right

KEY INQUIRY QUESTIONS:

- Who was Peter?
- How did Peter portray faith in Christ?
- How should you demonstrate faith in Christ?
- What is the meaning of intercessory Prayer?

LEARNING RESOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner’s book 5 Page 85-89

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Guide learners to observe pictures of people praying at learner’s book page 86 Lead them to identify who the children are praying for Explain what an intercessory prayer is
BIBLICAL EXPERIENCE	Guide the learners to find and read bible Acts 12:3-17 ● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity Guide the learners to narrate the story of Peter’s miraculous rescue Lead them to discuss how Peter came out of the prison Let the learners identify the people who prayed for Peter when he was in prison
APPLICATION AND RESPONSE	Let the learners identify the good deeds that they can learn from the story of peter’s miraculous rescue Let them understand that they should pray for one another just as Christians did for peter
PUPIL’S ACTIVITY	Ask learners to explain what they pray for

	Guide them to discuss the importance of prayer in their lives Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Guide the learners to a video clip about the miraculous rescue of peter

REFLECTION ON THE LESSON:

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	5	C.R.E			
Strand/Theme/Topic		THE CHURCH			
Sub-strand/Sub-Theme/Sub-topic		Power of intercessory – ways Christians demonstrate their faith in God			

SPECIFIC LEARNING OUTCOMES: BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

- Narrate the story of Peter’s miraculous rescue to understand the power of intercessory prayers
- Explain various ways Christians demonstrate their faith in God
- Appreciate lessons learnt from the story of Peter’s rescue by doing what is right

KEY INQUIRY QUESTIONS:

- Who was Peter?
- How did Peter portray faith in Christ?
- How should you demonstrate faith in Christ?
- What is the meaning of intercessory Prayer?

LEARNING REOURCES:

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, Longhorn CRE Learner’s book 5 Page 85-89

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

<u>STEP</u>	<u>LEARNING EXPERIENCE</u>
HUMAN EXPERIENCE	Review the previous lesson. Guide learners to observe pictures of people praying at learner’s book page 87 Let them interpret the pictures Let them realize that, as people pray and work together, they demonstrate their faith in God
BIBLICAL	Guide the learners to find and read bible Acts 12:3-17

EXPERIENCE	● Learning to learn – read and interpreting the bible reading
BIBLICAL EXPLANATION	Teacher to link the bible verse to the sub strand of the lesson Guide them to discuss the biblical teaching of the verse with the class ● This will enhance imagination and creativity Guide the learners to narrate the story of Peter’s miraculous rescue Lead them to discuss how Peter came out of the prison Let the learners identify the people who prayed for Peter when he was in prison
APPLICATION AND RESPONSE	Learners to describe what they do to show faith in God Lead them to explain what Christians do to show their faith in God Guide them to discuss how they show faith in God
PUPIL’S ACTIVITY	Guide the learners to sing the song in the learner’s book using their own tune Lead them to identify who the song is addressed to Take/copy summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Conclude the lesson by emphasizing the main points
EXTENDED ACTIVITIES	Let the learners do assessment 4, learners book page89

REFLECTION ON THE LESSON:
