

GRADE 9 CRE LESSON PLANS TERM 1

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		CREATION			
Sub-strand/Sub-Theme/Sub-topic		WORK – God worked			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- ❖ Define the term work.
- ❖ State reasons why people work in the community.
- ❖ Discuss the reasons why people work in the environment.
- ❖ Appreciate the need of working in the environment

KEY INQUIRY QUESTIONS:

What is work?

Why do people work in the society?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Start the lesson by writing the word 'work' on the board.</p> <p>Ask the learners to brainstorm on the meaning of the word.</p> <p>Listen to them as they brainstorm and assess if they understand what work entails.</p> <p>Applaud all correct definitions given and write them on the board.</p> <p>Let them discuss how God worked. Guide them where necessary.</p> <p>Take the learners through the pictures on page 1 of the Learner's Book.</p>

	<p>Ask them to study the pictures and answer the questions under the Think and share section.</p> <p>Read the introduction section as you explain to the learners what they will learn.</p>
BIBLICAL EXPERIENCE	
BIBLICAL EXPLANATION	
APPLICATION AND RESPONSE	<p>Guide the learners to page 2 and let one of the learners read the definition of the word 'work' provided in the Note section</p> <p>Learners to study the pictures of people doing different kinds of work. Ask them questions about the illustrations.</p> <p>Inform the learners that people engage in different kinds of work for different reasons.</p> <p>The competence of communication and collaboration is enhanced as they discuss the importance of working hard.</p>
PUPIL'S ACTIVITY	<p>Pair the learners and ask them to read what Susan and Peter are saying about work.</p> <p>Working in pairs enhances the learners' collaboration skills.</p> <p>After reading, let them say the kind of work Susan and Peter do and the importance of that work.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt.</p> <p>Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Learners to discuss and record the chores they do at home, school, church and the community.</p> <p>Ask them to explain the importance of each chore.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		CREATION			
Sub-strand/Sub-Theme/Sub-topic		WORK – God worked			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Outline the biblical teachings on work to foster responsibility.
- Discuss the biblical teachings on work to foster responsibility.
- Prepare charts or PowerPoint presentation on the biblical teachings on work.
- Appreciate the biblical teachings on work.

KEY INQUIRY QUESTIONS:

What is work?

Why do people work in the society?

What are the biblical teachings on work?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Review the previous lesson Take the learners through the pictures on page 1 of the Learner's Book. Ask them to study the pictures and answer the questions under the Think and share section. Read the introduction section as you explain to the learners what they will learn.
BIBLICAL	Guide the learners to form manageable and inclusive groups.

EXPERIENCE	<ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read Proverbs 6:6-11, Proverbs 10:4, Exodus 20:11 and Genesis 2:1-3 in turns as directed under the Bible reading activity on page 4 of the Learner's Book.</p>
BIBLICAL EXPLANATION	<p>Guide the learners to read the PowerPoint slides in Activity 3 on page 4 of the Learner's Book.</p> <ul style="list-style-type: none"> As learners discuss teachings from the Bible texts, their communication and collaboration skills are enhanced. Preparing slides for presentation enhances their digital literacy skills. Check and assess their understanding of the Bible texts as they present and explain their points.
APPLICATION AND RESPONSE	<p>Guide the learners through the Exercise corner on page 4 of the Learner's Book to read 2 Thessalonians 3:10-12 in turns and discuss the questions provided.</p>
PUPIL'S ACTIVITY	<p>Learners debate on the verse, "A lazy person should not eat."</p> <p>Let them discuss the statement. This enhances confidence and good communication skills.</p> <p>Guide the learners to write a report on the points presented during the discussion.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt.</p> <p>Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to read the summary points presented under Learning points on page 5 of the Learner's Book.</p> <p>Assist them to understand difficult words such as diligence.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		CREATION			
Sub-strand/Sub-Theme/Sub-topic		WORK – Virtues related to Christian work ethics			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- ❖ Identify the virtues related to christian work ethics.
- ❖ Discuss the virtues related to christian work ethics.
- ❖ Prepare flashcards showing the virtues related to christian work ethics.
- ❖ Acknowledge the virtues related to christian work ethics.

KEY INQUIRY QUESTIONS:

What are the virtues related to work?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg.5-8

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Start the lesson by asking the learners this key inquiry question: Why should you work hard as a Christian? Listen to their responses and assess if they understood the previous lesson. Guide the learners to understand that the Bible encourages them to work hard and avoid laziness.
BIBLICAL EXPERIENCE	Guide the learners to form manageable and inclusive groups. <ul style="list-style-type: none"> • Working in groups enhances unity. Ask them to read Proverbs 6:6-11, Proverbs 10:4, Exodus 20:11 and

	Genesis 2:1-3 in turns
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Pair the learners and guide them as they do Activity 4 on page 5 of the Learner's Book. Ask them to remind each other the virtues they have learnt in the previous grades. They can write the virtues in their exercise books.</p> <p>Learners to use their dictionaries or any other relevant books to look up the meaning of the word 'ethics'.</p> <p>Allow them to present their work.</p> <p>Guide the learners to discuss the meaning of the term 'work ethics'.</p> <ul style="list-style-type: none"> ❖ This enhances respect as they respect each other's views. <p>Ask them to write the meaning and share it with their classmates.</p> <ul style="list-style-type: none"> ❖ This enhances collaboration. <p>Guide the learners to come up with a comprehensive meaning.</p> <p>Let them understand that work ethics are standards that guide a person to work</p>
PUPIL'S ACTIVITY	<p>Ask them to read through Activity 5 on page 6 of the Learner's Book.</p> <ul style="list-style-type: none"> ❖ This enhances social cohesion among the learners. <p>Ask them to observe and read what the people are saying then answer the questions that follow</p> <p>Ask learners to discuss how Ruth and John demonstrated work ethics.</p> <ul style="list-style-type: none"> • This promotes the competence of critical thinking <p>Guide the learners to activity 6 on page 7 on how different people exercise virtues related to Christian work ethics in different workplaces</p> <p>Learners to identify the virtues that Sarah, Samuel and Zawadi observe as they do their work and explain how each virtue promotes Christian work ethics. Listen to them as they discuss.</p> <p>Assess their written work to gauge if they understand the different</p>

	virtues which promote Christian work ethics.
CONCLUSION	<p>Ask the learners to share what they have learnt.</p> <p>Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to form manageable and inclusive groups.</p> <p>Guide them to carry out an online or library search on virtues related to work as guided on page 7 of the Learner's Book.</p> <ul style="list-style-type: none"> • This enhances digital literacy. Ask them to write their findings in their exercise books. <p>Guide them to discuss their findings and write them on manila papers.</p> <p>This enhances communication and collaboration. Sharing their findings enhances learning to learn.</p> <p>Guide the learners to read through the Learning points on pages 7-8 of the Learner's Book. This enables the learners to grasp and understand the virtues outlined.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic			CREATION		
Sub-strand/Sub-Theme/Sub-topic			WORK – Career paths related to different gifts, talents and abilities		

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Identify the different career paths based on his or her gifts, talents and abilities.
- Choose career paths based on his/her talents, gifts and abilities.
- Search the internet for different careers of his or her interest.
- Desire to choose a career based on his or her talent, gifts and abilities.

KEY INQUIRY QUESTIONS:

What career do you wish pursue in the future?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Review the previous lesson Guide the learners to form manageable groups to do Activity 7 on pages 8-9 of the Learner's Book. Ask them to read the newspaper excerpt and answer the questions that follow.
BIBLICAL EXPERIENCE	
BIBLICAL	

EXPLANATION	
APPLICATION AND RESPONSE	<p>Organise learners in groups.</p> <p>Guide them to brainstorm on other careers. They should write the careers in their notebooks.</p> <p>Guide learners to discuss the requirements of the various careers they love and</p> <ul style="list-style-type: none"> • This will enhance their knowledge on various careers and their requirements.
PUPIL'S ACTIVITY	<p>Guide the learners through Activity 8 on pages 9-11 of Learner's Book:</p> <p>Learners to read what Pendo, Fadhili and Furaha are saying about their career aspirations.</p> <p>Ask them to answer the questions that follow.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt.</p> <p>Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to discuss with their classmates and parents about their gifts, talents and abilities during their own free time</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		CREATION			
Sub-strand/Sub-Theme/Sub-topic		WORK – Career paths related to different gifts, talents and abilities			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- a) Outline the requirements for different careers .
- b) Seek information from internet or resource person on different careers and learning areas to undertake to qualify.
- c) Desire to work hard to achieve his or her goals and aspirations

KEY INQUIRY QUESTIONS:

What career do you wish pursue in the future?

What will you do to achieve your career goal?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Review the previous lesson Guide learners to share with their classmates about their gifts, talents and abilities. <ul style="list-style-type: none">• This will enhance self-awareness.
BIBLICAL EXPERIENCE	
BIBLICAL	

EXPLANATION	
APPLICATION AND RESPONSE	<p>Guide them to study the career chart on page 10 of the Learner's Book.</p> <p>Teacher to also display a career chart.</p> <p>Guide them on how they can choose subjects depending on career pathways. This will enable learners to make subject choices based on their abilities, talents and gifts.</p>
PUPIL'S ACTIVITY	<p>Ask them to prepare flash cards on their career aspirations.</p> <ul style="list-style-type: none"> • This enhances creativity and imagination. <p>Check their flash cards and guide them on how they can achieve their career aspirations.</p> <p>Ask the learners to read the notes under Learning points on page 11 of the Learner's Book.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt.</p> <p>Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to search the internet or interview a resource person on the different learning areas that one should undertake to qualify for different careers</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		CREATION			
Sub-strand/Sub-Theme/Sub-topic		WORK – positive attitude towards work			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- a) State the need for having a positive attitude towards work in daily activities.
- b) Discuss the need for having a positive attitude towards work.
- c) Demonstrate a positive attitude towards work in daily activities.

KEY INQUIRY QUESTIONS:

Why is it important to have a positive attitude towards work?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Review the previous lesson</p> <ul style="list-style-type: none"> • Learners to do Activity 9 on pages 11-12 of the Learner's Book. <p>Discussion enhances communication and collaboration skills.</p> <p>Guide the learners to read the story about Tati and Pati and answer the questions that follow.</p>
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity. <p>Ask them to read Proverbs 6:6-11, Proverbs 10:4, Exodus 20:11 and Genesis 2:1-3 in turns</p>

BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>In their groups, guide the learners to share the flash cards that they had prepared earlier on in Activity 8.</p> <p>Let them explain how they can demonstrate a positive attitude towards work.</p> <p>Guide the learners to have a discussion on, "Having a positive attitude towards work."</p> <ul style="list-style-type: none"> • This enhances collaboration and communication skills.
PUPIL'S ACTIVITY	<p>Learners to write their points in their exercise books and share their points with their classmates.</p> <ul style="list-style-type: none"> • This enhances peer learning. <p>Guide the learners to recite the poem on page 13 of the Learner's Book and answer the questions that follow.</p> <p>Guide the learners to compose a poem on, "God worked, we should also work." This enhances their creativity and imagination.</p> <p>They should also recite the poems in class.</p> <p>Listen to their poems and assess them.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt.</p> <p>Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to do the extended activity on page 13 of the learner's book</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The BIBLE: Selected Teaching			
Sub-strand/Sub-Theme/Sub-topic		Christian moral values: sexual purity - Christian moral values that a young person should uphold			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Identify the christian moral values that a young person should uphold to overcome sexual sins.
- Discuss the christian moral values that a young person should uphold to overcome sexual sins.
- Prepare flashcards showing moral values a young person should uphold to overcome sexual sins.
- Utilise christian moral values to foster sexual purity.

KEY INQUIRY QUESTIONS:

How can you live a morally upright life?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN	Review the previous lesson

EXPERIENCE	<p>Ask learners questions on how CRE promotes sound moral and religious values.</p> <p>Learners to brainstorm on moral values that can help them overcome sexual abuse.</p> <ul style="list-style-type: none"> • Brainstorming fosters critical thinking and effective communication skills. <p>Guide the learners through activity 2 on page 17 of the learner’s book. Ask them to read what patience and violet are saying and answer the questions that follow</p>
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity. <p>Ask them to read 1st Corinthians 15:33,1st Thessalonians 4:3,1st Corinthians 6:13,18-20 and Leviticus 11:44 in turns</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to Learners to read Christian moral values written by Samuel in question 4.</p> <p>This activity is meant to help the learner elaborate how they uphold the moral values in their day-to-day life</p> <p>Listen to them as they elaborate how they can uphold each of the moral values listed.</p> <ul style="list-style-type: none"> • Self-efficacy is promoted as they share how they can uphold moral values in their daily lives. <p>Learners to explain other moral values they should uphold in daily life.</p>
PUPIL’S ACTIVITY	<p>Guide the learners to read the content in the table prepared by Diana on page 18</p> <p>Learners to copy the table in their exercise books and complete it</p>
CONCLUSION	<p>Ask the learners to share what they have learnt.</p> <p>Assess them based on their responses</p>

	Teacher to highlight the main points of the lesson Make a recapitulation of the lesson as you focus on learners' attention to the next lesson
EXTENDED ACTIVITIES	Guide the learners to Prepare flashcards showing moral values a young person should uphold to overcome sexual sins.

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The BIBLE: Selected Teaching			
Sub-strand/Sub-Theme/Sub-topic		Christian moral values: sexual purity - Forbidden Sexual Practices Outlined In The Bible			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Identify the forbidden sexual practices outlined in the Bible.
- Discuss the outlined forbidden sexual practices from the biblical texts.
- Acknowledge the forbidden sexual practices from the Bible.

KEY INQUIRY QUESTIONS:

What are the forbidden sexual practices according to the Bible?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Review the previous lesson</p> <p>Guide the learners through Activity 4 on page 19: Ask learners to remind each other the forms of sexual abuses that they learnt in Grade Eight.</p> <p>Listen to them as they share what they learnt and assess if they remember what they learnt. If they do not, remind them.</p> <p>Learners to brainstorm on sexual behaviours that are forbidden in the society today and write them in their exercise books.</p> <ul style="list-style-type: none"> • This enhances their knowledge on unnatural sexual behaviours..

BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read Galatians 5:19 and Leviticus 18:5-18,20-23 in turns</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide learners to discuss ways in which the youth may be lured into forbidden sexual behaviours today.</p> <ul style="list-style-type: none"> This promotes learning to learn <p>Give them enough time to present the effects of sexual perversion in class.</p> <ul style="list-style-type: none"> This enhances their communication skills and learning to learn.
PUPIL'S ACTIVITY	<p>Take the learners through Activity 5 on page 20 of the Learner's Book.</p> <p>Listen to them as they discuss why Christians should stay away from forbidden sexual practices. Assess their responses and correct them where necessary.</p> <p>Explain to the learners that forbidden sexual practices are against God's commandments. It is a crime. It leads to suffering and diseases.</p> <p>Guide them to present their findings in class.</p> <ul style="list-style-type: none"> This enhances communication skills. Check their presentation and assess them. <p>Learners to read aloud the poster on forbidden sexual practices in Activity 6 on page 20 of the Learner's Book.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt.</p> <p>Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to draw a table as guided in the learner's book and record the meaning of each forbidden sexual practice on page 20</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic			The BIBLE: Selected Teaching		
Sub-strand/Sub-Theme/Sub-topic			Christian moral values: sexual purity - ways in which the youths can avoid lured into forbidden sexual practise		

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Identify ways of avoiding getting lured into forbidden sexual practices.
- Discuss ways of avoiding getting lured into forbidden sexual practices.
- Prepare posters showing the ways of avoiding getting lured into forbidden sexual practices.
- Desire to live a morally upright life as guided by the Bible

KEY INQUIRY QUESTIONS:

How can one avoid getting lured into forbidden sexual practices?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Review the previous lesson</p> <p>Guide learners to do Activity 8 on page 22 of the Learner's Book. They should read the flash cards prepared by David, Brenda, and Isaac.</p> <p>Guide them to discuss how David, Brenda, and Isaac plan to avoid being lured into forbidden sexual practices.</p> <p>Guide learners to explain how avoiding bad company, obeying parents</p>

	and teachers, and avoiding idleness can help one not to be lured into forbidden sexual practices.
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read Romans 1:26-27</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide them to discuss other ways to avoid being lured into forbidden sexual practices.</p> <ul style="list-style-type: none"> This enhances learning to learn as they learn from each other on how to avoid being lured into forbidden sexual practices. Maintaining sexual purity is also fostered as they learn how to avoid being lured into forbidden sexual practices.
PUPIL'S ACTIVITY	<p>Learners to brainstorm on how one can avoid being lured into same sex relationships.</p> <p>Guide them to discuss other ways that the youth can avoid being lured into same sex relationships.</p> <ul style="list-style-type: none"> This enhances peer counselling. <p>Assess their responses to find out if they understood different ways of avoiding being lured into same sex relationships.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt.</p> <p>Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to Prepare posters showing the ways of avoiding getting lured into forbidden sexual practices.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The BIBLE: Selected Teaching			
Sub-strand/Sub-Theme/Sub-topic		Christian moral values: sexual purity - ways in which the youths can avoid lured into forbidden sexual practise			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Identify ways of avoiding getting lured into forbidden sexual practices.
- Perform a skit on how to overcome or avoid being lured into sexual perversity.
- Enjoy performing Desire to live a morally upright life as guided by the Bible

KEY INQUIRY QUESTIONS:

How can one avoid getting lured into forbidden sexual practices?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Review the previous lesson Guide learners through Activity 10 on page 24 of the Learner's Book: Learners to read the scenarios and carry out the tasks that follow.
BIBLICAL EXPERIENCE	Guide the learners to form manageable and inclusive groups. <ul style="list-style-type: none"> • Working in groups enhances unity. Ask them to read Romans 1:26-27
BIBLICAL EXPLANATIO	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

N	<ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Learners to brainstorm on other scenarios that can lead to sexual perversity and how they can avoid being lured.</p> <ul style="list-style-type: none"> This enhances sexual purity. <p>Guide the groups to prepare and act a skit on how to avoid being lured into sexual perversity.</p> <p>Guide the learners to set ground rules for the performance of the skit. Set a time limit for each group to allow all the groups to have a chance to present their skits. Ensure that each group performs a different scenario and that all learners including the differently abled such as the physically challenged, have a role to play.</p> <ul style="list-style-type: none"> This promotes inclusivity and social justice.
PUPIL'S ACTIVITY	<p>Guide the learners to perform a skit on how to overcome or avoid being lured into sexual perversity.</p> <p>Guide the learners to comment on each group's performance. Remind them to be polite and courteous.</p> <p>Learners to read through the Learning points on pages 24-25. Explain and elaborate the points, they may find difficult to understand.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt.</p> <p>Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to Prepare posters showing the ways of avoiding getting lured into forbidden sexual practices.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
KALOLENI JS	9	C.R.E			
Strand/Theme/Topic		The BIBLE: Selected Teaching			
Sub-strand/Sub-Theme/Sub-topic		Christian moral values: sexual purity - Christian Moral Values And Life Skills That Foster Sexual Purity			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Identify the moral values and life skills one should utilise to overcome sexual perversity.
- Discuss how the values and life skills can be utilized to overcome sexual perversity.
- Desire to live a morally upright life as guided by the Bible.

KEY INQUIRY QUESTIONS:

What moral values and life skills should you utilise to avoid sexual perversity?

LEARNING RESOURCES:

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

Hummingbird CRE Grd.9 T.G Pg. 25-29

Hummingbird CRE Grd.9 P.B Pg 12

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Review the previous lesson Learners to study the crossword puzzle in Activity 11 on page 25 of the Learner's Book. Guide them to identify the moral values and life skills that can help them avoid sexual perversity. Give learners time to explain how each moral value and life skill identified can help them in their day to day life to promote sexual purity
BIBLICAL	Guide the learners to form manageable and inclusive groups.

EXPERIENCE	<ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read Romans 1:26-27, MATHEW 6:13</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Give learners enough time to explain how each moral value and life skill identified can help them in their day-to-day life to promote sexual purity.</p> <ul style="list-style-type: none"> This enhances their ability to exhibit various skills such as self-awareness as they choose to live morally upright lives.
PUPIL'S ACTIVITY	<p>Guide the learners to Activity 12 on page 26 of the Learner's Book Guide the learners to form manageable groups and read the diary entries prepared by Wema then answer the questions that follow.</p> <p>Give them time to share experiences on how they utilise the moral values and life skills to avoid sexual perversity.</p> <p>Guide learners to write in their diaries how they utilise different values and life skills to foster sexual purity.</p> <ul style="list-style-type: none"> This enhances assertiveness as they utilise various values and life skills. <p>Guide learners to recite the poem on pages 27-28 of the Learner's Book.</p> <ul style="list-style-type: none"> This will enhance their integrity as they purpose to promote sexual purity.
CONCLUSION	<p>Ask the learners to share what they have learnt.</p> <p>Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to the further activity on page 28 of the learner's book</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The BIBLE: Selected Teaching			
Sub-strand/Sub-Theme/Sub-topic		Christian moral values: sexual purity - Christian Moral Values And Life Skills That Foster Sexual Purity			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- a) State reasons why a Christian youth should maintain sexual purity.
- b) Discuss reasons why christian youth should maintain sexual purity.
- c) Search the internet for information on reasons why christians should maintain sexual purity.

KEY INQUIRY QUESTIONS:

Why should you maintain sexual purity as a Christian youth?

LEARNING RESOURCES:

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

Hummingbird CRE Grd.9 T.G Pg. 25-29

Hummingbird CRE Grd.9 P.B Pg 12

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Review the previous lesson Guide the learners to brainstorm and present reasons why christian youth should maintain sexual purity.
BIBLICAL EXPERIENCE	Guide the learners to form manageable and inclusive groups. <ul style="list-style-type: none"> • Working in groups enhances unity. Ask them to read Romans 1:26-27, MATHEW 6:13

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 <ul style="list-style-type: none"> • This will enhance imagination and creativity •
APPLICATION AND RESPONSE	Give learners discuss reasons why christian youth should maintain sexual purity
PUPIL'S ACTIVITY	Guide the learners to use digital or print resources to search for information on why christian youth should maintain sexual purity.
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Teacher to highlight the main points of the lesson Make a recapitulation of the lesson as you focus on learners' attention to the next lesson
EXTENDED ACTIVITIES	Guide the learners to do the extended activity on page 28 of the learner's book

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic			The BIBLE: Selected Teaching		
Sub-strand/Sub-Theme/Sub-topic			Woman judge: Deborah		

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Identify the women leaders at school, church or in government positions.
- Discuss the good leadership qualities that one can emulate from them.

- Prepare flashcards showing the leadership qualities from the women leaders.
- Appreciate the leadership qualities to emulate from the women leaders in the society.

KEY INQUIRY QUESTIONS:

Which women leaders do you know in the society?

LEARNING RESOURCES:

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

Hummingbird CRE Grd.9 T.G Pg. 30-36

Hummingbird CRE Grd.9 P.B Pg 23

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Review the previous lesson Start the lesson by asking learners top name women leaders that they know. Ask them to mention the roles played by woman leader they have mentioned Show learners the pictures of some women leaders and ask them to identify them and the roles they play in the society. <ul style="list-style-type: none"> • Communication skills are enhanced as learners explain the roles played by different women leaders. • Learning to learn is also enhanced as they share knowledge.
BIBLICAL EXPERIENCE	
BIBLICAL EXPLANATION	
APPLICATION AND RESPONSE	Ask them to list the leadership qualities portrayed by the women leaders. <ul style="list-style-type: none"> • This enhances patriotism. Take the learners through the introduction on page 30 of the Learner's

	<p>Book.</p> <p>Guide the learners to form manageable groups.</p> <ul style="list-style-type: none"> • Working in groups enhances collaboration. <p>Learners to name other women leaders in the society and explain the leadership role of each of them.</p> <p>Guide the learners to read the story of Wangari Maathai on pages 30-31 of the Learners' Book Learners to answer the questions that follow.</p>
PUPIL'S ACTIVITY	<p>Guide the learners to do activity 2 on page 32 of the learner's book.</p> <p>Ask them to answer the questions that follow. (this activity will help the learners identify the good qualities they can emulate from women leaders in their communities</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to do the extended activity on page 28 of the learner's book</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The BIBLE: Selected Teaching			
Sub-strand/Sub-Theme/Sub-topic		Woman judge: Deborah – qualities portrayed by Deborah as a judge in Israel			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Read the story of Judge Deborah in Judges 4:1-24.
- Summarize the key points from the biblical text.
- Use digital devices to search and watch a short video on Judge Deborah.
- Enjoy reading the story of judge

KEY INQUIRY QUESTIONS:

How did Deborah portray wisdom as a judge in Israel?

What leadership qualities can we emulate from judge Deborah?

LEARNING RESOURCES:

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

Hummingbird CRE Grd.9 T.G Pg. 32-34

Hummingbird CRE Grd.9 P.B Pg 23

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Review the previous lesson Guide the learners to read the scriptures on page 32 of the learner's book. Guide them to form manageable and inclusive groups.
BIBLICAL EXPERIENCE	Guide the learners to form manageable and inclusive groups. <ul style="list-style-type: none"> • Working in groups enhances unity. Ask them to read judges 4:1-24

BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to make notes on the story of Judge Deborah in their exercise books.</p> <p>Check their notes and assess if they have understood the story of Judge Deborah.</p> <p>Learners to read the summary of the story of Judge Deborah on pages 33 of the Learner's Book and answer the questions that follow.</p> <p>Guide the learners to list the leadership qualities portrayed by Judge Deborah.</p>
PUPIL'S ACTIVITY	<p>Learners to study the table prepared by Agnes on leadership qualities portrayed by Deborah.</p> <p>Ask them to copy the table in their exercise books and fill it in correctly. This is meant to help the learners analyse the leadership qualities portrayed by Deborah.</p> <p>Guide the learners through the Learning Points on page 34 of the Learner's book on leadership qualities portrayed by Judge Deborah</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to use digital devices to search and watch short videos on Judge Deborah.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The BIBLE: Selected Teaching			
Sub-strand/Sub-Theme/Sub-topic		Woman judge: Deborah – qualities portrayed by Deborah as a judge in Israel			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Identify the leadership qualities portrayed by Deborah as a woman judge in Israel.
- Discuss the leadership qualities portrayed by Deborah as a woman judge in Israel.
- Prepare flashcards showing the leadership qualities portrayed by Deborah as a woman judge in Israel.
- Appreciate the leadership qualities portrayed by Deborah as a woman judge

KEY INQUIRY QUESTIONS:

How did Deborah portray wisdom as a judge in Israel?

What leadership qualities can we emulate from judge Deborah?

LEARNING RESOURCES:

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

Hummingbird CRE Grd.9 T.G Pg. 32-34

Hummingbird CRE Grd.9 P.B Pg 23

ORGANISATION OF LEARNING

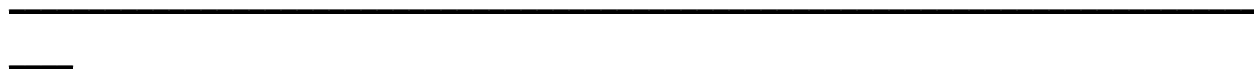
Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Review the previous lesson Guide the learners to read the scriptures on page 32 of the learner's book. Guide them to form manageable and inclusive groups.
BIBLICAL	Guide the learners to form manageable and inclusive groups.

EXPERIENCE	<ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read judges 4:1-24</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to make notes on the story of Judge Deborah in their exercise books.</p> <p>Check their notes and assess if they have understood the story of Judge Deborah.</p> <p>Learners to read the summary of the story of Judge Deborah on pages 33 of the Learner's Book and answer the questions that follow.</p> <p>Guide the learners to list the leadership qualities portrayed by Judge Deborah.</p>
PUPIL'S ACTIVITY	<p>Learners to study the table prepared by Agnes on leadership qualities portrayed by Deborah.</p> <p>Ask them to copy the table in their exercise books and fill it in correctly.</p> <p>This is meant to help the learners analyse the leadership qualities portrayed by Deborah.</p> <p>Guide the learners through the Learning Points on page 34 of the Learner's book on leadership qualities portrayed by Judge Deborah</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to Prepare flashcards showing the leadership qualities portrayed by Deborah as a woman judge in Israel.</p>

REFLECTION ON THE LESSON



SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The BIBLE: Selected Teaching			
Sub-strand/Sub-Theme/Sub-topic		Woman judge: Deborah – lesson learnt from the leadership of judge Deborah			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Outline the lessons learnt from the leadership of judge Deborah.
- Discuss the lessons learnt from the leadership of judge Deborah.
- Prepare posters showing lessons learnt from the leadership of judge Deborah.
- Appreciate those in leadership by respecting them

KEY INQUIRY QUESTIONS:

What lessons do we learn from the leadership of judge Deborah?

LEARNING RESOURCES:

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

Hummingbird CRE Grd.9 T.G Pg. 34-36

Hummingbird CRE Grd.9 P.B Pg 27

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Review the previous lesson</p> <p>Start the lesson by asking the learners this key inquiry question: How did Judge Deborah portray wisdom as a woman judge?</p> <p>Listen to them as they explain how Deborah portrayed wisdom as a woman judge in Israel and assess if they understood the previous lesson.</p> <p>Guide the brainstorming session on the lessons learnt from the leadership of Judge Deborah. You may correct them where they do not get the facts</p>

	<p>correctly.</p> <ul style="list-style-type: none"> • This fosters critical thinking.
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity. <p>Ask them to read Judges 4:1-24</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to Discuss the lessons learnt from the leadership of judge Deborah</p> <p>Guide learners to make short notes on the lessons learnt.</p> <p>Assess their points and guide them accordingly.</p> <p>Guide the learners to come up with ways of appreciating leaders in their schools</p>
PUPIL'S ACTIVITY	<p>In Activity 4 on page 35 of the Learner's Book: Guide learners in inclusive and manageable groups.</p> <p>Ask them to deduce lessons they learn from the leadership of Judge Deborah and write them in their exercise books. Guide them to present their points in class.</p> <p>Guide them to read what Sofia wrote on lessons she learnt from the leadership of Judge Deborah.</p> <p>Learners to read through and explain the Learning points on page 35 of the Learner's Book. Elaborate the points to them where necessary to enhance their understanding of the concepts</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED	<p>Guide the learners to do the self assessment questions on page 36</p>

ACTIVITIES	
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REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The BIBLE: Selected Teaching			
Sub-strand/Sub-Theme/Sub-topic		Kings David and Solomon – importance of David as a king and ancestors of Jesus Christ			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Define the term ancestor.
- Discuss the importance of David as an ancestor of Jesus Christ.
- Search the internet or print resources for information on importance of David as an ancestor of Jesus Christ.
- Appreciate the importance of David as an ancestor of Jesus Christ.

KEY INQUIRY QUESTIONS:

Who is an ancestor?

What was the importance of David as an ancestor of Jesus Christ?

LEARNING RESOURCES:

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

Hummingbird CRE Grd.9 T.G Pg. 37-39

Hummingbird CRE Grd.9 P.B Pg 29

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Review the previous lesson Give learners time to share their experiences of how they have been praying for their leaders. Display the family tree that you prepared earlier on and ask the learners to

	<p>interpret it. Ask them about the relationship between the different people in the family tree.</p> <p>Listen to them and assess if they have prior knowledge of what a family tree is and what it represents. If they do not, guide them accordingly.</p> <p>Guide learners to answer question 1. Activity 1 on page 37 of the Learner’s Book. Learners to draw their family tree as guided in the Learner’s Book. Listen to them as they talk about their family lineage.</p> <ul style="list-style-type: none"> • This will enhance their self-awareness and foster a sense of belonging. <p>Guide the learners to brainstorm on the meaning of the word “ancestor.”</p> <p>Learners to use a dictionary or a digital device to find out the meaning of the word ancestor.</p> <ul style="list-style-type: none"> • As learners use digital devices, their digital literacy skills are enhanced. • Finding out the meaning of the word 'ancestor' promotes learning to learn. <p>Guide learners to name their ancestors from the family tree they drew earlier.</p> <p>Activity 2 on page 37 of the Learner’s Book:</p>
<p>BIBLICAL EXPERIENCE</p>	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity. <p>Ask them to read 1st Samuel 16:1-23,2nd Samuel 6:1-15.in turns</p>
<p>BIBLICAL EXPLANATION</p>	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
<p>APPLICATION AND RESPONSE</p>	<p>Guide the learners to conduct a buzz session on how David is an ancestor of Jesus Christ.</p> <p>Listen to learners responses and guide them accordingly.</p> <p>Guide learners as they explain the relationship between Joseph, david,</p>

	<p>Abraham, and Jesus Christ.</p> <p>Guide them to write the ancestors of Jesus Christ in order</p>
PUPIL'S ACTIVITY	<p>Guide the learners to read the powerpoint presentation on the importance of King David as an ancestors of Jesus Christ on page 38 activity 3 of the Lerner's book</p> <p>Guide the learners to analyse what Jade wrote on the importance of David as an ancestor of Jesus Christ</p> <p>Learners to discuss the learning points on page 39.</p> <p>Allow them to ask questions in areas they read they need further explanation or clarification</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to Search the internet or print resources for information on importance of David as an ancestor of Jesus Christ.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The BIBLE: Selected Teaching			
Sub-strand/Sub-Theme/Sub-topic		Kings David and Solomon – importance of David as a king in Israel			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Outline the importance of David as king in Israel.
- Discuss the importance of David as a king in Israel.
- Prepare posters showing the importance of David as a king of Israel.
- Acknowledge the importance of David as a king of Israel.

KEY INQUIRY QUESTIONS:

What was the importance of David as king of Israel?

LEARNING RESOURCES:

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

Hummingbird CRE Grd.9 T.G Pg. 39-40

Hummingbird CRE Grd.9 P.B Pg 31

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Review the previous lesson
BIBLICAL EXPERIENCE	Guide the learners to form manageable and inclusive groups. <ul style="list-style-type: none"> • Working in groups enhances unity. Ask them to read 2 nd Samuel 6:1-15, 1 st Samuel 16:1-23 in turns

BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to identify and write the key points on the importance of David as king in Israel.</p> <p>Guide the learners to discuss the importance of David as a King in Israel</p>
PUPIL'S ACTIVITY	<p>Guide the learners to share their points on the importance of David as a king in Israel with other groups.</p> <p>Guide the learners to prepare posters showing the importance of David as king of Israel and present in class.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to Search the internet or print resources for information on importance of David as a king</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic			The BIBLE: Selected Teaching		
Sub-strand/Sub-Theme/Sub-topic			Kings David and Solomon – qualities of a good leader derived from king David’s leadership		

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Identify the characteristics of a good leader in the society.
- Discuss the characteristics of a good leader in the society.
- Prepare flashcards showing the characteristics of a good leader.
- Acknowledge the characteristics of a good leader in the society.

KEY INQUIRY QUESTIONS:

What are the characteristics of a good leader in the society?

LEARNING RESOURCES:

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

Hummingbird CRE Grd.9 T.G Pg. 41-42

Hummingbird CRE Grd.9 P.B Pg 31

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Review the previous lesson Guide learners to read the story on page 41, activity 5 of the learner’s book and answer the questions that follow
BIBLICAL EXPERIENCE	Guide the learners to form manageable and inclusive groups. <ul style="list-style-type: none"> • Working in groups enhances unity.

	Ask them to read 2 nd Samuel 6:1-15, 1 st Samuel 16:1-23 in turns
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 <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to discuss the qualities of a good leader portrayed by King David page 42, Activity 6 of Learners Book. <ul style="list-style-type: none"> • Discussion enhances effective communication
PUPIL'S ACTIVITY	Guide the learners through question 3. They should copy the table and match each quality with its correct explanation. Guide the learners to compare their work with that of the other classmates. <ul style="list-style-type: none"> • This enhances peer-to-peer learning and assessment. Learners to read the learning points on page 42 of the learner's book and make summary notes
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Teacher to highlight the main points of the lesson Make a recapitulation of the lesson as you focus on learners' attention to the next lesson
EXTENDED ACTIVITIES	Guide the learners to conduct an online or library search on other leadership qualities portrayed by King David. <ul style="list-style-type: none"> • This will enhance digital literacy.

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic			The BIBLE: Selected Teaching		
Sub-strand/Sub-Theme/Sub-topic			Kings David and Solomon – qualities of a good leader derived from king David’s leadership		

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Outline qualities of a good leader from king David's leadership.
- Discuss the qualities of a good leader from king David's leadership.
- Search the internet or textbook to search for information on good leadership qualities derived from King David.
- Appreciate the good leadership qualities derived from king David.

KEY INQUIRY QUESTIONS:

What leadership qualities can we get from king David's leadership?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Review the previous lesson Guide learners to read the story on page 41, activity 5 of the learner’s book and answer the questions that follow
BIBLICAL EXPERIENCE	Guide the learners to form manageable and inclusive groups. <ul style="list-style-type: none"> Working in groups enhances unity. Ask them to read 2 nd Samuel 6:1-15, 1 st Samuel 16:1-23 in turns
BIBLICAL	Teacher to link the bible verse to the sub strand of the lesson

EXPLANATION	<p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to discuss the qualities of a good leader portrayed by King David page 42, Activity 6 of Learners Book.</p> <ul style="list-style-type: none"> • Discussion enhances effective communication
PUPIL'S ACTIVITY	<p>Guide the learners through question 3. They should copy the table and match each quality with its correct explanation.</p> <p>Guide the learners to compare their work with that of the other classmates.</p> <ul style="list-style-type: none"> • This enhances peer-to-peer learning and assessment. <p>Learners to read the learning points on page 42 of the learner's book and make summary notes</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to Search the internet or textbook to search for information on good leadership qualities derived from King David.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The BIBLE: Selected Teaching			
Sub-strand/Sub-Theme/Sub-topic		Kings David and Solomon – achievements of king Solomon			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Identify king Solomon's achievements from the Bible.
- Discuss the achievements of king Solomon as identified from the Bible.
- Prepare posters or PowerPoint presentation showing king Solomon's achievements.
- Appreciate the achievements of king Solomon during his reign

KEY INQUIRY QUESTIONS:

What were the achievements of King Solomon during his reign?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg 31

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Review the previous lesson
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity. <p>Ask them to read 2nd chronicles 8;1-6, 2ND CHRONICLES 5:2-8, 2ND Chronicles 2:1-5 in turns</p>

BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to discuss the achievements of king Solomon as identified from the Bible.</p> <ul style="list-style-type: none"> • Discussion enhances effective communication
PUPIL'S ACTIVITY	<p>Guide the learners to carry out an online search on the achievements of King Solomon.</p> <ul style="list-style-type: none"> • This enhances digital literacy. <p>In case digital devices are not available, the learners can read the Bible or relevant textbooks in the library.</p> <p>Guide the learners to write their findings in their exercise books.</p> <p>Learners to compare their findings with those of other groups.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to Prepare posters or PowerPoint presentation showing king Solomon's achievements.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The BIBLE: Selected Teaching			
Sub-strand/Sub-Theme/Sub-topic		Kings David and Solomon – Failures of king Solomon			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Identify the failures of King Solomon from the Bible.
- Discuss the failures of king Solomon during his reign.
- Prepare posters showing the failures of king Solomon during his reign.
- Acknowledge the failures of King Solomon during his leadership.

KEY INQUIRY QUESTIONS:

What were the failures of King Solomon during his reign?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg 31

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Start by recapping the previous lesson through the question-and-answer method.</p> <p>Activity 9 on pages 44-45 of the Learner's Book: Learners to read the summary of King Solomon's failures.</p> <p>Ask the learners to answer the questions that follow.</p> <p>Assess the learners' responses and see if there is a need to read the</p>

	summary again.
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read 1 kings 9:9-10-14, 1 kings 9:15-19, 1 kings 2:13-25, 1 kings 11:1-13</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to discuss the failure of king solomon during his reign</p> <ul style="list-style-type: none"> Discussion enhances effective communication
PUPIL'S ACTIVITY	<p>Guide the learners to carry out an online search on the failures of King Solomon.</p> <ul style="list-style-type: none"> This enhances digital literacy. <p>In case digital devices are not available, the learners can read the Bible or relevant textbooks in the library.</p> <p>Guide the learners to write their findings in their exercise books.</p> <p>Learners to compare their findings with those of other groups.</p> <p>Guide the learners to read the learning points on page 46 of the learner's book.</p> <p>Provide clarification where needed</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to prepare posters showing the failures of king Solomon during his reign</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic			The BIBLE: Selected Teaching		
Sub-strand/Sub-Theme/Sub-topic			Kings David and Solomon – ways in which king Solomon portrayed wisdom in his leadership		

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Examine how Solomon portrayed wisdom in his leadership.
- Role play how Solomon demonstrated wisdom to judge between the two disputing women.
- Enjoy role playing the act of wisdom demonstrated by King Solomon.

KEY INQUIRY QUESTIONS:

How did King Solomon portray wisdom during his reign?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg 31

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Guide the learners to review the previous lesson</p> <p>Activity 12 on page 47 of the Learner's Book Learners to study the picture and describe what is happening.</p> <p>Listen to their descriptions and assess if they understand the story.</p>
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity. <p>Ask them to read 1st Kings 3:16-28</p>

BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners again through Activity 12 on page 47 of the Learner's Book Learners to study the picture and describe what is happening.</p> <p>Listen to their descriptions and assess if they understand the story.</p> <p>Give the learners time to explain how they would judge the case today.</p> <ul style="list-style-type: none"> • This enhances critical thinking and problem-solving skills. Listen to their responses and assess if the learners are aware of the emerging issues in the medical field such as Deoxyribonucleic acid (DNA) tests. • The activity is meant to help the learners examine King Solomon's ruling. Expect varied responses and guide them where necessary.
PUPIL'S ACTIVITY	<p>Guide learners to prepare a checklist such as the one shown on page 48 of the Learner's Book.</p> <p>They should use it to assess each other's presentation.</p> <ul style="list-style-type: none"> • This fosters collaboration. <p>Learners to prepare a skit on how King Solomon demonstrated wisdom.</p> <p>Learners to present the role play in class.</p> <ul style="list-style-type: none"> • This will enhance critical thinking and creativity. • Sharing the checklist with the others enhances responsibility. <p>Encourage them to use polite words as they give feedback to each group.</p> <p>Use the learners' checklists and your own assessment to rate their performance.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED	<p>Guide the learners to DO THE SELF ASSESSMENT on page 50</p>

ACTIVITIES	
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REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The BIBLE: Selected Teaching			
Sub-strand/Sub-Theme/Sub-topic		Kings David and Solomon – ways in which king Solomon portrayed wisdom in his leadership			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Outline qualities to consider in choosing leaders at school, church and community.
- Make a presentation using a chart or a digital devices on qualities to consider in choosing leaders at school, church and community
- Choose leaders of integrity at school, church and in the community.

KEY INQUIRY QUESTIONS:

What qualities should you consider in choosing leaders at school, community and church?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg 31

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN	Guide the learners to review the previous lesson

EXPERIENCE	Learners to brainstorm on the characteristics of a good leader and perform the task on page 49, in Activity 14 of the Learner's Book. <ul style="list-style-type: none"> • This activity fosters social cohesion as learners discuss the qualities to consider when choosing leaders. • Patriotism is also enhanced.
BIBLICAL EXPERIENCE	Guide the learners to form manageable and inclusive groups. <ul style="list-style-type: none"> • Working in groups enhances unity. Ask them to read 1st Kings 3:16-28
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 <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners discuss the qualities to consider in choosing leaders at school, church and the community
PUPIL'S ACTIVITY	Guide learners to prepare charts or PowerPoint presentations on qualities to consider in choosing leaders at school, church and community and present in class.
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Teacher to highlight the main points of the lesson Make a recapitulation of the lesson as you focus on learners' attention to the next lesson
EXTENDED ACTIVITIES	Guide the learners to DO THE SELF ASSESSMENT on page 50

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		Raising the widow's son – The miracle of raising the widow's son at Nain			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Identify challenges faced by families in the society.
- Discuss ways of coping with grief or loss in the family or society.
- Acknowledge the different ways of coping with grief or challenges in the family.

KEY INQUIRY QUESTIONS:

How do you cope with grief or loss in your family?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg 42

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Guide the learners to review the previous lesson</p> <p>Guide learners to define the word "grief".</p> <p>Guide learners to Activity 1 on pages 52-53 of the Learner's Book.</p> <p>Give them enough time to read the conversation and to answer the questions that follow.</p> <p>Ask learners to share experiences of how they cope with difficult emotions, such as loss of a loved one.</p> <ul style="list-style-type: none"> • This promotes communication and collaboration. • As learners learn how to cope and deal with grief, self-awareness

	is also enhanced.
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read LUKE 7:11-16</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to share experiences of challenges they have faced as a family</p>
PUPIL'S ACTIVITY	<p>Guide learners to discuss ways they used to cope with grief, loss of family member or other challenges.</p> <p>Guide the learners to present their points in class and peers to give feedback.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		Raising the widow's son – The miracle of raising the widow's son at Nain			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Outline the events in the raising of the Widow's son according to Luke 7:11-16.
- Describe the miracle of raising the widow's son at Nain.
- Role play the miracle of raising the widow's son at Nain.
- Acknowledge Jesus' power of raising the dead

KEY INQUIRY QUESTIONS:

How do you cope with grief or loss in your family?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg 42

ORGANISATION OF LEARNING

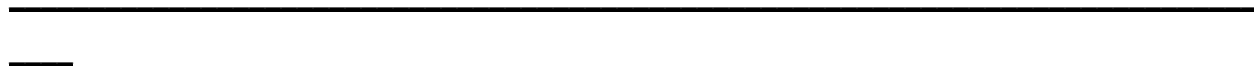
Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Guide the learners to review the previous lesson</p> <p>Guide learners to define the word "grief".</p> <p>Guide learners to Activity 1 on pages 52-53 of the Learner's Book.</p> <p>Give them enough time to read the conversation and to answer the questions that follow.</p> <p>Ask learners to share experiences of how they cope with difficult emotions, such as loss of a loved one.</p>

	<ul style="list-style-type: none"> • This promotes communication and collaboration. • As learners learn how to cope and deal with grief, self-awareness is also enhanced.
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity. <p>Ask them to read LUKE 7:11-16</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to read the summary of the miracle of raising the widow's son.</p> <p>Learners to elaborate the miracle of raising the widow's son in their own words</p>
PUPIL'S ACTIVITY	<p>Guide the learners to use digital devices to search and watch a clip on the miracle of raising the widow's son at Nain</p> <p>Guide learners to read through the learning points on page 54 of the learner's book</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to Role play the miracle of raising the widow's son at Nain.</p>

REFLECTION ON THE LESSON



SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		Raising the widow's son – lessons learnt from the miracle of raising the widow's son			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Outline lessons learnt from the miracle of raising the widow's son for application in day to day life
- Discuss the lessons learnt from the miracle of raising the widow's son at Nain.
- Prepare posters showing the lessons learnt from the miracle of raising the widow's son.
- Appreciate God's power over life and death and hope for resurrection

KEY INQUIRY QUESTIONS:

What lessons do you learn from the miracle of raising the widow's son at Nain?

LEARNING RESOURCES:

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

Hummingbird CRE Grd.9 T.G Pg. 54-55

Hummingbird CRE Grd.9 P.B Pg 43

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Guide the learners to review the previous lesson</p> <p>Take the learners through Activity 3 on page 54 of Learner's Book.</p> <p>Learners to read and discuss lessons learnt on the miracle of raising the widow's son.</p> <p>Listen to the learners as they interpret lessons from the miracle of raising</p>

	<p>the widow's son. Give guidance where necessary.</p> <p>Assess if they have understood the miracle based on their answers.</p> <ul style="list-style-type: none"> • Critical thinking and problem-solving are enhanced as learners interpret lessons learnt from the miracle.
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity. <p>Ask them to read LUKE 7:11-16</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners in identifying the lessons learnt from the miracle of raising the widow's son for application in day to day life.</p> <p>Guide the learners to discuss the lessons learnt from the miracle of raising the widow's son at Nain.</p>
PUPIL'S ACTIVITY	<p>Guide the learners to prepare posters or flashcards showing the lessons learnt from the miracle of raising the widow's son at Nain.</p> <p>Guide learners to read through the learning points on page 55 of the learner's book</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to use digital devices to search and watch a clip on the miracle of raising the widow's son at Nain</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		Raising the widow's son – the value of compassion			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- State ways in which christians show compassion to the needy or the suffering in the society.
- Make charts or PowerPoint presentation showing the acts of compassion to the needy or the suffering in the society.
- Model the value of compassion as portrayed by Jesus Christ.

KEY INQUIRY QUESTIONS:

How do you show compassion to the needy and the suffering in the society?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg 43

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Guide the learners to review the previous lesson</p> <p>Ask the learners to share their experiences on how they have been applying the lessons learnt from the miracle in daily life.</p> <p>Listen to their experiences and guide them accordingly.</p> <p>Learners to study the pictures in Activity 5 on page 55 of the Learner's Book. Listen to them as they share how they show compassion to others.</p> <p>(Some of the responses expect are: visiting the sick, praying for those</p>

	<p>who have lost their loved ones, visiting the aged and helping them with household chores.)</p> <p>Activity 6 on pages 56-57 of the Learner's Book: learners to identify occasions when Daniel and Paula showed compassion towards the needy and suffering.</p> <p>Learners to discuss how Daniel and Paula apply the value of compassion in daily life.</p>
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read LUKE 7:11-16, John 11:25</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to share personal experiences of how they showed compassion to someone in need.</p> <p>Ask them how they felt after helping the needy person.</p> <ul style="list-style-type: none"> This enhances self-awareness skills as learners discuss and share how they show compassion to others. <p>Guide the learners to discuss on how the learners can show compassion to other needy people in the community.</p>
PUPIL'S ACTIVITY	<p>Learners to write points on how they show compassion to the needy on chats or using digital devices.</p> <ul style="list-style-type: none"> The use of digital devices will enhance digital literacy. As learners share their points, effective communication is promoted. <p>Guide learners to read through the learning points on page 55 of the learner's book</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p>

	Make a recapitulation of the lesson as you focus on learners' attention to the next lesson
EXTENDED ACTIVITIES	Guide the learners to do the extended activity on page 56 of the learner's book

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic			The Life And Ministry of Jesus Christ		
Sub-strand/Sub-Theme/Sub-topic			Healing the ten lepers the healing of the ten lepers		

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Outline the events in the healing of the ten lepers.
- Describe the healing of the ten lepers.
- Prepare charts or PowerPoint presentation on the healing of the ten lepers.
- Enjoy retelling the story of healing of the ten lepers.

KEY INQUIRY QUESTIONS:

Why is it important to believe in the resurrection as christians?

LEARNING RESOURCES:

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

Hummingbird CRE Grd.9 T.G Pg. 59-62

Hummingbird CRE Grd.9 P.B Pg 43

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Introduce the lesson by asking questions on what they learnt in the previous sub-lesson.</p> <p>Learners to use a digital device to search for the meaning of the word "leprosy". If there are no digital devices available, the learners can use dictionaries or any other relevant textbooks to search the meaning of the word.</p>

	<ul style="list-style-type: none"> The use of digital devices will enhance digital literacy. <p>Learners to discuss how leprosy spreads from one person to the other.</p> <p>Learners to name and list other contagious diseases.</p> <ul style="list-style-type: none"> This activity enhances Health Education as learners learn about communicable diseases. It also promotes learning to learn.
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read LUKE 17: 11-19</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to retell the story of the healing of the ten lepers.</p> <p>Learners to outline the events in the healing of the ten lepers</p>
PUPIL'S ACTIVITY	<p>Learners to do Activity I on pages 59-60 of the Learner's Book.</p> <p>Guide them to copy and fill in the blank spaces.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to Prepare charts or PowerPoint presentation on the healing of the ten lepers.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic			The Life And Ministry of Jesus Christ		
Sub-strand/Sub-Theme/Sub-topic			Healing the ten lepers the healing of the ten lepers		

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Outline the events in the healing of the ten lepers.
- Describe the healing of the ten lepers.
- Role play the miracle of the healing of the ten lepers.
- Enjoy retelling the story of healing of the ten lepers.

KEY INQUIRY QUESTIONS:

Why is it important to believe in the resurrection as christians?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Introduce the lesson by asking questions on what they learnt in the previous sub-lesson.</p> <p>Learners to use a digital device to search for the meaning of the word "leprosy". If there are no digital devices available, the learners can use dictionaries or any other relevant textbooks to search the meaning of the word.</p> <ul style="list-style-type: none"> • The use of digital devices will enhance digital literacy. <p>Learners to discuss how leprosy spreads from one person to the other.</p> <p>Learners to name and list other contagious diseases.</p>

	<ul style="list-style-type: none"> • This activity enhances Health Education as learners learn about communicable diseases. • It also promotes learning to learn.
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity. <p>Ask them to read LUKE 17: 11-19</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to retell the story of the healing of the ten lepers.</p> <p>Learners to outline the events in the healing of the ten lepers</p>
PUPIL'S ACTIVITY	<p>Organise learners to role play the miracle of healing the ten lepers</p> <p>Guide the learners through the activity on page 60 of the learner's book</p> <p>Learners to read the learning points on page 61 of the learner's book</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to Prepare charts or PowerPoint presentation on the healing of the ten lepers.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		Healing the ten lepers the healing of the ten lepers – showing gratitude to God in day to day life			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Outline the lessons learnt from the healing of the ten lepers.
- Discuss the lessons learnt from the healing of the ten lepers.
- Make posters or flashcards showing the lessons learnt from the healing of the ten lepers.
- Apply the lessons learnt by showing kindness to others.

KEY INQUIRY QUESTIONS:

What lessons do we learn from the healing of the ten lepers?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Start the lesson by asking learners to briefly describe the miracle of healing the ten lepers Guide learners to do activity 4 on pages 61 of the Learner’s Book. They should share experiences on occasions they expressed gratitude to God.

	<p>Give them time to discuss how they show gratitude to those who are kind to them.</p> <p>Listen to their discussion and assess if they know different ways of showing gratitude to God and others.</p> <p>Applaud all the correct responses.</p>
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read LUKE 17: 11-19</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to retell the story of the healing of the ten lepers.</p> <p>Learners to outline the events in the healing of the ten lepers</p>
PUPIL'S ACTIVITY	<p>Guide the learners to Make posters or flashcards showing the lessons learnt from the healing of the ten lepers.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to Prepare charts or PowerPoint showing the lessons learnt from the healing of the ten lepers.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		Healing the ten lepers the healing of the ten lepers – showing gratitude to God in day to day life			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Identify ways of showing gratitude to God in day to day life.
- Discuss ways of showing gratitude to God in day to day life.
- Acknowledge the different ways of expressing gratitude to God.

KEY INQUIRY QUESTIONS:

What lessons do we learn from the healing of the ten lepers?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg 43

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Start the lesson by asking learners to briefly describe the miracle of healing the ten lepers</p> <p>Guide learners to do activity 4 on pages 61 of the Learner’s Book. They should share experiences on occasions they expressed gratitude to God.</p> <p>Give them time to discuss how they show gratitude to those who are kind to them.</p> <p>Listen to their discussion and assess if they know different ways of showing gratitude to God and others.</p> <p>Applaud all the correct responses.</p>

BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read LUKE 17: 11-19</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to retell the story of the healing of the ten lepers.</p> <p>Learners to outline the events in the healing of the ten lepers</p> <p>Lead learners to answer the key inquiry question “why is it important to be thankful”</p>
PUPIL’S ACTIVITY	<p>Guide the learners through activity 5 on page 62 of the learner’s book.</p> <p>Guide the learners to recite the poem and answer the questions that follow</p> <p>Learners to do activity 6 on page 62 of the learner’s book</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to compose</p> <p>Their own poems thanking Go, parents or guardians and friends</p> <p>Learners to recite their gratitude themed poems</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		Healing the ten lepers the healing of the ten lepers – praying to God when faced with challenges			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Identify ways of showing gratitude to God in day to day life.
- Discuss ways of showing gratitude to God in day to day life.
- Compose a song of thanksgiving and sing it.
- Acknowledge the different ways of expressing gratitude to God.

KEY INQUIRY QUESTIONS:

How did the ten lepers show gratitude to God?

How do you show gratitude to God in your daily life?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg 43

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Start the lesson by asking learners to briefly describe the miracle of healing the ten lepers</p> <p>Guide learners to do activity 4 on pages 61 of the Learner’s Book. They should share experiences on occasions they expressed gratitude to God.</p> <p>Give them time to discuss how they show gratitude to those who are kind to them.</p>

	<p>Listen to their discussion and assess if they know different ways of showing gratitude to God and others.</p> <p>Applaud all the correct responses.</p>
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read LUKE 17: 11-19</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to retell the story of the healing of the ten lepers.</p> <p>Learners to outline the events in the healing of the ten lepers</p> <p>Lead learners to answer the key inquiry question “why is it important to be thankful”</p>
PUPIL’S ACTIVITY	<p>Guide the learners through activity 5 on page 62 of the learner’s book.</p> <p>Guide the learners to recite the poem and answer the questions that follow</p> <p>Learners to do activity 6 on page 62 of the learner’s book</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to creatively compose a song of thanksgiving and sing it in class, the school assembly or during PPI.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		Healing the ten lepers the healing of the ten lepers – praying to God when faced with challenges			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Identify ways in which christians demonstrate faith when faced with challenges.
- Discuss the different ways in which christians demonstrate faith when faced with challenges.
- Prepare posters or flashcards showing ways of demonstrating faith when faced with challenges.
- Demonstrate faith by praying by praying to God when faced with challenges.

KEY INQUIRY QUESTIONS:

How do we demonstrate faith in God when faced with challenges?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Review the previous lesson</p> <p>Ask learners what they do when faced with challenges.</p> <p>Listen to them as they discuss and assess if they understand different ways of dealing with challenges.</p> <p>Learners to do Activity 7 on page 63 of the Learner's Book about the</p>

	<p>story of Tate and his family.</p> <p>Learners are guided on the importance of having faith when faced with challenging situations.</p> <p>Their faith in God should be firm and they should believe that whatever they pray for is granted.</p> <p>Guide the learners to read the scenarios about Sela's prolonged illness and the drought in Tunza Village.</p> <p>Learners to identify the challenges faced by Sela (long-term illness) and the people of Tunza Village (famine due to lack of rain).</p> <p>Facilitate a discussion where learners suggest and advise Sela and the people of Tunza Village on different ways to overcome challenges.</p>
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read LUKE 17: 11-19</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Learners to write a pledge on how they will demonstrate faith when faced with challenges. Assess whether they have understood the importance of praying when faced with challenges.</p> <p>Guide the learners to think critically about how their overcome challenges. Assess whether they come up with possible solutions, critical thinking and problem-solving are enhanced.</p>
PUPIL'S ACTIVITY	<p>Learners to write a pledge on how they will demonstrate faith when faced with challenges.</p> <p>Assess whether they have understood the importance of praying when faced with challenges.</p> <p>Guide the learners to read the Learning points on page 64 of the</p>

	Learner's Book. Explain to the learners that they should show faith by praying when faced with challenges.
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	Guide the learners to do the extended activity on page 65 of the learner's book

REFLECTION ON THE LESSON

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SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		A friend at midnight – the parable of a friend at midnight			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- a) Define the term parable.
- b) Describe the parable of a friend at midnight according to Luke 11:5-13.
- c) Prepare charts or PowerPoint presentation showing the summary of the parable of a friend at midnight.
- d) Appreciate the parable of the friend at midnight by praying to God always.

KEY INQUIRY QUESTIONS:

What is a parable?

How do you exercise faith in God?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Start by guiding the learners to share their experiences on the Extended activity that they carried out in the previous lesson and discuss what they learnt from the parable of healing the ten lepers. Guide the learners through activity 1 on page 66 of the Learner's Book:

	<p>Pair the learners to brainstorm on the meaning of the word 'parable'. Listen to their discussion and assess if they understand the meaning of the word.</p> <p>Learners to use digital devices or dictionaries to find out the meaning of the word 'parable'.</p> <ul style="list-style-type: none"> • This promotes digital literacy. <p>Guide learners to read the meaning of the word 'parable' in the Note section on page 66 of the Learner's Book.</p>
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity. <p>Ask them to read Luke 11:5-13.</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to openly talk about challenges or difficult situations they have encountered in the past. Learners to share about the actions or steps they took to address the challenges.</p> <ul style="list-style-type: none"> • This helps to develop the skill of self-awareness. <p>Encourage them to explain what happened or how the situation changed after they prayed about it.</p> <p>Explain to the learners that it is important to pray when faced with challenges.</p>
PUPIL'S ACTIVITY	<p>Ask the learners to narrate the parable.</p> <p>Listen to their narrations and assess if they have understood the parable. Correct them where necessary.</p> <p>Learners to read through the Learning points as they explain the parable.</p> <p>Guide the learners to prepare charts or PowerPoint presentation showing the summary of the parable of a friend at midnight.</p>

CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the Learners to read the summary of the parable under Activity 2 on pages 66-67 of the Learner's Book as the others follow.</p> <p>This activity is meant to help the learners elaborate the parable and role play it. Listen to them as they elaborate the parable and as they role-play. Encourage the learners to use polite language when commenting on each group's role play.</p> <ul style="list-style-type: none"> • Role-playing promotes creativity and imagination

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		A friend at midnight – the parable of a friend at midnight			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Define the term parable.
- Describe the parable of a friend at midnight according to Luke 11:5-13.
- Role play the parable of a friend at midnight.
- Enjoy role-playing the parable of a friend at midnight
- Appreciate the parable of the friend at midnight by praying to God always.

KEY INQUIRY QUESTIONS:

What is a parable?

How do you exercise faith in God?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Start by guiding the learners to share their experiences on the Extended activity that they carried out in the previous lesson and discuss what they learnt from the parable of healing the ten lepers. Guide the learners through activity 1 on page 66 of the Learner's Book:

	<p>Pair the learners to brainstorm on the meaning of the word 'parable'. Listen to their discussion and assess if they understand the meaning of the word.</p> <p>Learners to use digital devices or dictionaries to find out the meaning of the word 'parable'.</p> <ul style="list-style-type: none"> • This promotes digital literacy. <p>Guide learners to read the meaning of the word 'parable' in the Note section on page 66 of the Learner's Book.</p>
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity. <p>Ask them to read Luke 11:5-13.</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to openly talk about challenges or difficult situations they have encountered in the past. Learners to share about the actions or steps they took to address the challenges.</p> <ul style="list-style-type: none"> • This helps to develop the skill of self-awareness. <p>Encourage them to explain what happened or how the situation changed after they prayed about it.</p> <p>Explain to the learners that it is important to pray when faced with challenges.</p>
PUPIL'S ACTIVITY	<p>Guide the Learners to read the summary of the parable under Activity 2 on pages 66-67 of the Learner's Book as the others follow.</p> <p>This activity is meant to help the learners elaborate the parable and role play it. Listen to them as they elaborate the parable and as they role-play. Encourage the learners to use polite language when commenting on each group's role play.</p> <ul style="list-style-type: none"> • Role-playing promotes creativity and imagination

CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the learners to prepare charts or PowerPoint presentation showing the summary of the parable of a friend at midnight.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		A friend at midnight – lessons learnt from the parable;e of a friend at midnight			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Outline the lessons learnt from the parable of a friend at midnight for application in day to day life.
- Discuss the lessons learnt from the parable of a friend at midnight for application in day to day life.
- Prepare PowerPoint slides or charts on lessons learnt from the parable of a friend at midnight.
- Acknowledge the lessons learnt from the parable of a Friend at midnight.

KEY INQUIRY QUESTIONS:

What lessons do we learn from the parable of a Friend at midnight?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Review the previous lesson
BIBLICAL	Guide the learners to form manageable and inclusive groups.

EXPERIENCE	<ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read Luke 11:5-13.</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners through Activity 3 on pages 67 of the Learner's Book:</p> <p>Guide the learners to interpret lessons learnt from the parable.</p> <ul style="list-style-type: none"> Critical thinking is enhanced as learners interpret lessons learnt from the parable.
PUPIL'S ACTIVITY	<p>Guide learners to prepare slideshows or charts on lessons learnt.</p> <ul style="list-style-type: none"> Learning to learn is promoted as learners prepare slides or charts and share their presentations in class. <p>Guide the learners to discuss the lessons presented by each group.</p> <p>They may correct each other if need be.</p> <p>Guide the learners to explain how they can apply these lessons in their daily lives.</p> <p>Encourage them to be persistent in prayer.</p> <p>Ask learners to share personal testimony of how they persistently prayed for a challenge and how God answered their prayer.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the Learners to do the extended activity on page 69 of the learner's book</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		A friend at midnight –			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- State reasons why christians should pray to God at all times.
- Discuss the reasons why christians should pray to God at all times.
- Write a reflection journal on how they pray daily.
- Acknowledge the need for praying to God at all times.

KEY INQUIRY QUESTIONS:

Why should christians pray at all times?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Review the previous lesson In group, learners are guided to: brainstorm on the reasons why christians should pray to God at all times.
BIBLICAL EXPERIENCE	Guide the learners to form manageable and inclusive groups. <ul style="list-style-type: none"> • Working in groups enhances unity.

	Ask them to read Luke 11:5-13.
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 <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners discuss the reasons why christians should pray to God at all times and present in class.
PUPIL'S ACTIVITY	Guide learners to individually to write a reflection journal on how they pray daily.
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Teacher to highlight the main points of the lesson Make a recapitulation of the lesson as you focus on learners' attention to the next lesson
EXTENDED ACTIVITIES	Guide the Learners to do the self assessment questions

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic			The Life And Ministry of Jesus Christ		
Sub-strand/Sub-Theme/Sub-topic			Nicodemus' encounter with Jesus Christ		

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Read John 3:1-16 from the Bible.
- Describe Nicodemus encounter with Jesus Christ as guided by the scripture.
- Role play the story of Nicodemus encounter with Jesus Christ.
- Enjoy role playing the story of Nicodemus encounter with Jesus Christ

KEY INQUIRY QUESTIONS:

How did Nicodemus encounter with christ change his life?

What lessons do we learn from John 3:5-7 and John 3:16?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Start the lesson by asking the learners oral questions on what they learnt in the previous lesson. Introduce the learners to what they are going to learn.

BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity. <p>Ask them to read Luke john 3:1-16.</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity <p>Take learners through Activity 1 on page 70 of the Learner's Book:</p> <p>Guide the learners to study the picture of Jesus and Nicodemus and read part of the conversation between them.</p> <p>This activity is meant to help the learners explain Nicodemus' encounter with Jesus Christ.</p> <ul style="list-style-type: none"> • Effective communication is enhanced as learners explain Nicodemus' encounter with Jesus Christ.
APPLICATION AND RESPONSE	<p>Guide the learners to explain Nicodemus' encounter with Jesus Christ.</p> <p>Check their explanations and guide them where necessary.</p>
PUPIL'S ACTIVITY	<p>Guide the learners through Activity 2 on page 71 of the Learner's Book.</p> <p>Guide learners to organize themselves in groups and prepare a role-play on Nicodemus' encounter with Jesus Christ.</p> <p>Ensure that each member of the group is involved.</p> <ul style="list-style-type: none"> • The competence of creativity and imagination is enhanced as the learners role-play. <p>Encourage learners to observe and give positive comments to each group.</p> <p>Take the learners through the Learning points on page 71 of the Learner's Book.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p>

	<p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
<p>EXTENDED ACTIVITIES</p>	<p>Guide the Learners to use digital devices and search the internet for videos clips of Nicodemus encounter with Jesus Christ as guided by the scripture and watch</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		The significance of the bronze serpent to the mission of Jesus Christ			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Outline the significance of the bronze serpent to the mission of Jesus Christ.
- Relate the significance of the bronze serpent to the mission of Jesus Christ.
- Prepare PowerPoint slides to show the relationship between the bronze serpent and Jesus Christ mission on earth.
- Acknowledge the significance of the bronze serpent to the mission of Jesus Christ.

KEY INQUIRY QUESTIONS:

What is the relationship between the bronze serpent and Jesus Christ's mission on earth?

LEARNING RESOURCES:

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

Hummingbird CRE Grd.9 T.G Pg. 70-71

Hummingbird CRE Grd.9 P.B Pg 54

ORGANISATION OF LEARNING

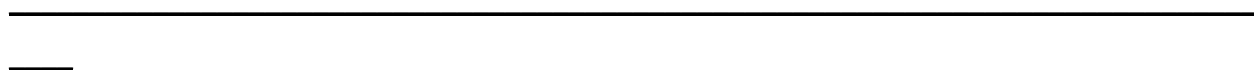
Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Start the lesson by asking the learners oral questions on what they learnt in the previous lesson. Introduce the learners to what they are going to learn.
BIBLICAL	Guide the learners to form manageable and inclusive groups.

EXPERIENCE	<ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read Numbers 21:4-8, John 3:14-15, Luke 4:18-21 & Acts 10:38 in turns</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to brainstorm on the relationship between the bronze serpent and Jesus Christ and his mission</p>
PUPIL'S ACTIVITY	<p>Guide the learners Prepare PowerPoint slides to show the relationship between the bronze serpent and Jesus Christ mission on earth.</p> <p>Guide the learners to record their points on charts or on power points slides and present their work in class</p> <p>Take the learners through the learning points on page 72 of the learner's book</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the Learners to Prepare PowerPoint slides to show the relationship between the bronze serpent and Jesus Christ mission on earth.</p>

REFLECTION ON THE LESSON



SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		Lessons learnt from John 3:5-7			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- a) Read John 3:5-7 from the Bible.
- b) Deduce lessons learnt from John 3:5-7 and its relevance in the life of a Christian.
- c) Apply the lessons learnt from the biblical text.

KEY INQUIRY QUESTIONS:

What lessons do we learn from John 3:5-7 and John 3:16?

LEARNING RESOURCES:

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

Hummingbird CRE Grd.9 T.G Pg. 73-74

Hummingbird CRE Grd.9 P.B Pg 54

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Start the lesson by asking the learners oral questions on what they learnt in the previous lesson. Introduce the learners to what they are going to learn. Guide the learners to do Activity 4 on page 73 of the Learner's Book. Guide the learners to explain Jasmine's statement and outline what they have learnt.
BIBLICAL	Guide the learners to form manageable and inclusive groups.

EXPERIENCE	<ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read John 3:5-7 in turns</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners in brainstorming on the message contained in the Bible verse.</p>
PUPIL'S ACTIVITY	<p>Learners to prepare slideshows or charts on lessons learnt.</p> <p>Give the learners enough time to present their slideshows in class as they explain the relevance of each lesson to the life of a Christian.</p> <p>Listen to their presentations and help them to understand that being born again entails accepting Christ as the saviour and being baptised with water and the Holy Spirit.</p> <p>Let them know that each Christian ought to be born again.</p> <p>Take the learners through the Learning points on page 73 of the Learner's Book. Explain the points to the learners.</p> <p>Learners to sing the song under the 'Fun time' activity on page 74 of the Learner's Book.</p> <p>As the learners come up with a tune for the song and sing it, creativity and imagination are enhanced.</p> <p>Lead the learners in answering the questions that follow.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>

EXTENDED ACTIVITIES	Guide the Learners to do the Extended activity on page 74 of the Learner's Book: Guide the learners to take turns and read John 3:16 in class.

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		Jesus' ministry in Jerusalem Jesus Christ's triumphant entry into Jerusalem			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- ❖ Elaborate Jesus Christ's triumphant entry into Jerusalem according to Luke 19:28-40.
- ❖ Use digital devices to search and watch a video clip on Jesus Christ's triumphant entry to Jerusalem.
- ❖ Acknowledge Jesus Christ's triumphant entry into Jerusalem.

KEY INQUIRY QUESTIONS:

What is the meaning of triumphant?

How are leaders welcomed or received in your school or community?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg 75-77

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Guide the learners to recap what they learnt in the previous sub-strand. Use probing questions. Create visual aids to help the learners conceptualise Palm Sunday. Explain to them what they will learn in this sub-strand. Guide the learners through Activity 1 on page 75 of the Learner's Book.

	<p>Ask them to discuss the illustration.</p> <p>Learners to share experiences on how the event is conducted in their churches. Learners who have not experienced such an event will learn about it from their peers.</p> <ul style="list-style-type: none"> ❖ This promotes learning to learn.
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity. <p>Ask them to read Luke 19:28-40 in turns</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners in describe Jesus Christ's triumphant entry into Jerusalem</p>
PUPIL'S ACTIVITY	<p>Guide the learners through Activity 2 on page 76 of the Learner's Book:</p> <p>This activity is aimed at helping the learners to further understand Jesus' Triumphant entry in Jerusalem.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the Learners to learners watch a video on Jesus Christ's triumphant entry into Jerusalem during their free time.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		Jesus' ministry in Jerusalem Jesus Christ's triumphant entry into Jerusalem			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- ❖ **State the significance of Jesus Christ's triumphant entry into Jerusalem.**
- ❖ **Search online or on print media for the importance of Jesus Christ's triumphant entry into Jerusalem.**
- ❖ **Acknowledge the importance of Jesus' triumphant entry to Jerusalem.**

KEY INQUIRY QUESTIONS:

What was the significance of Jesus Christ's triumphant entry to Jerusalem?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg 75-77

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Guide the learners to recap what they learnt in the previous sub-strand.</p> <p>Use probing questions.</p> <p>Create visual aids to help the learners conceptualise Palm Sunday.</p> <p>Explain to them what they will learn in this sub-strand.</p> <p>Guide the learners through Activity 1 on page 75 of the Learner's Book.</p>

	<p>Ask them to discuss the illustration.</p> <p>Learners to share experiences on how the event is conducted in their churches. Learners who have not experienced such an event will learn about it from their peers.</p> <ul style="list-style-type: none"> ❖ This promotes learning to learn.
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity. <p>Ask them to read Luke 19:28-40 in turns</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners in describe Jesus Christ's triumphant entry into Jerusalem</p> <p>Guide the learners to brainstorm on the importance of Jesus Christ's triumphant entry to Jerusalem.</p> <p>Guide the learners through Activity 3 on page 76 of the Learner's Book: Learners to read and discuss the importance of Jesus Christ's triumphant entry into Jerusalem. Give them time to explain the other importance of Jesus' triumphant entry into Jerusalem.</p> <ul style="list-style-type: none"> ❖ Communication and collaboration is enhanced as learners discuss. <p>Assess if they can explain the importance of Jesus' triumphant entry into Jerusalem and guide them where necessary.</p>
PUPIL'S ACTIVITY	<p>Guide the learners to do Activity 4 on page 77 of the Learner's Book.</p> <ul style="list-style-type: none"> ❖ As learners compose songs, creativity and imagination is enhanced.

	Learners to read the Learning points on page 77 of the Learner's Book. Explain each point as a way of summarising the lesson.
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Teacher to highlight the main points of the lesson Make a recapitulation of the lesson as you focus on learners' attention to the next lesson
EXTENDED ACTIVITIES	Guide the Learners to learners watch a video on Jesus Christ's triumphant entry into Jerusalem during their free time.

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		Jesus' ministry in Jerusalem Jesus Christ cleansing the temple			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- ❖ Identify ways in which the church premise is misused today.
- ❖ Use digital or print resources to search on ways in which the church premise is misused today.
- ❖ Acknowledge the ways in which the church premise is misused today.

KEY INQUIRY QUESTIONS:

How is the church premise misused today?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg 77-79

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Start by asking the learners this key inquiry question: Why was Jesus' triumphant entry in Jerusalem important?</p> <p>This will help them recap the previous lesson. Listen to their responses and guide them where necessary.</p> <p>Guide the learners through a discussion on how the church premise is today. Listen to their responses and note the correct responses on the board.</p>

	Activity 5 on page 77 of the Learner's Book: Learners to read in turns the conversation between Bella and Collins.
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity. <p>Ask them to read Luke 19:45-48 in turns</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Learners to study the picture in Activity 6, page 78 of the Learner's Book and tell what is happening in the picture.</p> <ul style="list-style-type: none"> ❖ As learners retell Jesus Christ's cleansing of the Temple, their communication and collaboration skills are enhanced. <p>Explain to the learners that their narration should be clear in such a way that a person can easily draw a mental picture of what happened in the Temple.</p> <ul style="list-style-type: none"> ❖ This requires them to apply effective communication skills. <p>Guide the learners to explaining how the temple had been misused and how Jesus cleansed it.</p>
PUPIL'S ACTIVITY	Guide the learners to read the Learning points on page 79 of the Learner's Book.
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	Guide the Learners to search for information on ways in which the church premise is misused today from the internet or textbook.

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic			The Life And Ministry of Jesus Christ		
Sub-strand/Sub-Theme/Sub-topic			Jesus' ministry in Jerusalem Jesus Christ cleansing the temple - Lessons learnt from Jesus' cleansing of the temple		

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- ❖ Outline lessons learnt from cleansing of the temple according to Luke 19:45-48.
- ❖ Prepare PowerPoint presentation showing the lessons learnt from cleansing of the temple.
- ❖ Appreciate the lessons learnt from the cleansing of the temple.

KEY INQUIRY QUESTIONS:

What lessons do you learn from the cleansing of the temple?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg 79

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Recap the previous lesson. Listen to their responses and guide them where necessary. Guide the learners through Activity 7 on page 79 of the Learner's Book: Guide the learners to read the notes written by Mary
BIBLICAL EXPERIENCE	Guide the learners to form manageable and inclusive groups. <ul style="list-style-type: none"> • Working in groups enhances unity. Ask them to read Luke 19:45-48 in turns
BIBLICAL	Teacher to link the bible verse to the sub strand of the lesson

EXPLANATION	<p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to identify the lessons learnt from the cleansing of the temple according from Luke 19:45-48.</p> <p>Learners to discuss lessons learnt from the cleansing of the temple</p>
PUPIL'S ACTIVITY	<p>Guide the learners to read the Learning points on page 79 of the Learner's Book.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the Learners to summarize their points in books and on PowerPoint presentation for presenting in class in the next lesson</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		Jesus' ministry in Jerusalem Conflict between Jesus Christ and the Jewish leaders			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- ❖ Identify the issues that led to conflicts between Jesus and the Jewish leaders according to Luke 20:1-8 and 20-39.
- ❖ Describe Jesus Christ's conflict with the Jewish leaders.
- ❖ Acknowledge the conflicts Jesus had with the Jewish leaders.

KEY INQUIRY QUESTIONS:

Why was Jesus opposed by the Jewish leaders?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg 80-82

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Recap the previous lesson. Listen to their responses and guide them where necessary. Guide the learners through Activity 8 on page 80 of the Learner's Book: Write the word 'conflict' on the board and ask the learners to brainstorm its meaning. Listen to them as they brainstorm and guide them to understand what a conflict is.

	<p>Guide a class discussion on the conflicts that the learners experience and how they resolve them. If there are conflicts which are not yet resolved, ask them how they intend to resolve them.</p> <ul style="list-style-type: none"> ❖ This promotes problem solving skills and peace among the learners.
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity. <p>Ask them to read Luke 20:27-39 in turns</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to identify the issues that led to conflicts between Jesus and Jewish leaders.</p> <p>Guide the learners analyse the conflicts between Jesus and the Jewish leaders.</p>
PUPIL'S ACTIVITY	<p>Guide the learners to read the Learning points on page 80 of the Learner's Book.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the Learners to write their findings (Jesus Christ Christ's conflict with the Jewish leaders) in exercise books and share with peers.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic			The Life And Ministry of Jesus Christ		
Sub-strand/Sub-Theme/Sub-topic			Jesus' ministry in Jerusalem Lessons learnt from Jesus' Conflict with Jewish religious leaders		

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- ❖ Outline the lessons learnt from the conflict between Jesus Christ and the Jewish leaders.
- ❖ Prepare PowerPoint presentation on the lessons learnt from the conflict between Jesus and the Jewish leaders.
- ❖ Acknowledge the lessons learnt from the conflict between Jesus and the Jewish leaders.

KEY INQUIRY QUESTIONS:

What lessons do you learn from the conflicts between Jesus and the Jewish leaders?

LEARNING RESOURCES:

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

Hummingbird CRE Grd.9 T.G Pg. 58-63

Hummingbird CRE Grd.9 P.B Pg 80-82

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Guide learners to briefly recap on the conflict between Jesus Christ and the Jewish leaders.</p> <p>Guide the learners through Activity 10 on page 85 of the Learner's Book: Learners to discuss what Talia and Fred are saying.</p> <ul style="list-style-type: none"> ❖ Communication and collaboration is enhanced as the learners discuss in groups.
BIBLICAL	Guide the learners to form manageable and inclusive groups.

EXPERIENCE	<ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read Luke 20:27-39 in turns</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to identify the issues that led to conflicts between Jesus and Jewish leaders.</p> <p>Guide the learners analyse the conflicts between Jesus and the Jewish leaders.</p> <p>Guide learners to explain how they can apply the lessons learnt in daily life. Encourage them to apply the lessons in their daily lives.</p> <p>(Use an observation schedule to assess if the learners apply lessons learnt in their interaction with others.)</p>
PUPIL'S ACTIVITY	<p>Guide the learners to conduct a debate as guided in the Exercise corner on page 81 of the Learner's Book.</p> <p>Guide them to set ground rules for the debate.</p> <ul style="list-style-type: none"> As the learners debate, effective communication is enhanced. <p>Patriotism and financial literacy are enhanced as they understand Christian duty of paying taxes, giving offerings and tithes in the Church.</p> <p>Check the summaries written by the learners after the debate.</p> <p>Give them feedback and further guidance where necessary.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the Learners to do the Extended activity on page 82 of the Learner's Book:</p> <p>This activity is meant to help the learners understand causes of conflicts,</p>

	<p>how conflicts can be avoided and equip them with skills on how to resolve conflicts. Learning to learn and self-efficacy will be enhanced as the learners learn from each other different ways of resolving conflicts.</p> <p>Encourage the learners to apply lessons learnt to resolve conflicts.</p> <p>Peace is promoted as learners learn to resolve conflict amicably..</p>
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REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		Jesus' passion, death and resurrection – THE LORD'S SUPPER			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- ❖ Identify the names referring to the Lord's supper.
- ❖ Use digital or print resources to search for information on the significance of the Lord's Supper to Christians today.
- ❖ Appreciate the different ways in which the lord's supper is celebrated in the modern churches.

KEY INQUIRY QUESTIONS:

What is the significance of the Lord's Supper to Christians?

LEARNING RESOURCES:

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

Hummingbird CRE Grd.9 T.G Pg. 64-72

Hummingbird CRE Grd.9 P.B Pg 83-85

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Start the lesson by asking learners questions on what they learnt in the previous sub strand.</p> <p>Ask learners to describe the event taking place in Activity 1 page 83 of the Learner's Book.</p> <p>Ask the learners to share experiences of how the Lord's Supper is celebrated in their church.</p>

BIBLICAL EXPERIENCE	
BIBLICAL EXPLANATION	
APPLICATION AND RESPONSE	<p>Guide the learners through Activity 1 on page 83 of the Learner's Book:</p> <p>Learners explain the meaning of the Lord's Supper.</p> <p>Listen to their discussions and assess if they understand the meaning of the Last Supper, how it is celebrated in their churches and the reasons for celebrating it.</p> <p>Guide them to identify the names that mean same as lord's supper.</p>
PUPIL'S ACTIVITY	<p>Guide the learners through the Note section to enhance their understanding of the Lord's Supper.</p> <p>Guide the learners to identify and discuss the significance of the Lord's supper to Christians today</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the Learners to Use digital or print resources to search for information on the significance of the Lord's Supper to Christians today.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		Jesus' passion, death and resurrection – THE LORD'S SUPPER			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- ❖ Outline the events that took place during the Lord's supper according to Luke 22:7-20 .
- ❖ Describe the Lord's Supper according to Luke 22:7-20.
- ❖ Appreciate the Lord's supper.

KEY INQUIRY QUESTIONS:

What happened during the lord's supper?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg 86-87

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Start the lesson by asking learners questions on what they learnt in the previous sub strand.</p> <p>Ask learners to describe the event taking place in Activity 1 page 83 of the Learner's Book.</p> <p>Ask the learners to share experiences of how the Lord's Supper is celebrated in their church.</p>
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity.

	Ask them to read Luke 22:7-20 in turns
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 <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners to outline and discuss the events that took place during the lord's supper. Take the learner's through Activity 2 on page 84 of the Learner's Book: This activity is meant to help the learners in understanding the Lord's Supper better so that they can make notes. Check the learners' notes and assess their understanding of the Lord's Supper. Let the learners understand what the bread and the wine represented? Explain to them what each symbol in the Last Supper represented. Guide the learners to make notes on the Lord's Supper then share them in class.
PUPIL'S ACTIVITY	Guide the learners through Activity 3 on page 85 of the Learner's Book: The activity is to help learners discuss the significance of the Lord's Supper to Christians today. <ul style="list-style-type: none"> As the learners discuss the significance of the Lord's Supper, critical thinking is enhanced Guide the learners to read the Learning points as a way of summing up the lesson.
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Teacher to highlight the main points of the lesson Make a recapitulation of the lesson as you focus on learners' attention to the next lesson
EXTENDED ACTIVITIES	Guide the Learners to search the internet and watch a video clip of THE LORD'S SUPPER

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		Jesus' passion, death and resurrection – EVENTS AT MOUNT OLIVES			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- Describe the events that took place at the Mount of Olives.
- Use digital devices to search and watch a video on the events that took place at the Mount of Olives.
- Acknowledge the events that took place at Mount of Olives.

KEY INQUIRY QUESTIONS:

What had Jesus Christ gone to do at Mount of Olives?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Start the lesson by guiding the learners through a question and answer session to recap what they learnt in the previous lesson.</p> <p>Learners to brainstorm on the meaning of the word ‘betrayal’ and share experiences on when they were betrayed by a friend or a relative. Let them share their feelings on the betrayal.</p> <ul style="list-style-type: none"> • Learning to learn is enhanced as learners brainstorm on the meaning of the word ‘betrayal’.

	<ul style="list-style-type: none"> As learners share experiences, communication and collaboration skills are enhanced.
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read Luke 22:39-53 in turns</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to outline and discuss the events that took place at the Mount of Olives.</p>
PUPIL'S ACTIVITY	<p>Guide the learners to use digital devices to search and watch a video on the events that took place at Mount of Olives as guided in the Digital spot on page 86 of the learner's book</p> <p>Listen to the learners as they present findings on the events that took place at Mount Olives</p> <p>Assess them</p> <p>Take the learners through the learning points on page 87 of the learner's book</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the Learners to search the internet and watch a video clip of events that took place at Mount of Olives</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		THE EVENTS BETWEEN THE ARREST AND BURIAL OF JESUS CHRIST – PETER DENIES JESUS CHRIST			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- ✓ Describe how Peter denied Jesus Christ according to Luke 22:54-62.
- ✓ Dramatise Peter's denial of Jesus Christ.
- ✓ Acknowledge reasons that led to Peter's denial of Jesus Christ.

KEY INQUIRY QUESTIONS:

Why did Peter deny Jesus Christ?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Start the lesson by guiding the learners through a question and answer session to recap what they learnt in the previous lesson.</p> <p>Learners to brainstorm on the meaning of the word ‘deny’ and share experiences on when they were betrayed by a friend or a relative. Let them share their feelings on the denial.</p> <ul style="list-style-type: none"> • Learning to learn is enhanced as learners brainstorm on the meaning of the word ‘betrayal’. • As learners share experiences, communication and collaboration skills are enhanced.

BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read Luke 22:54-62 in turns</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners brainstorm on reasons that might have made Peter to deny Jesus.</p> <ul style="list-style-type: none"> ✓ As learners brainstorm, critical thinking is enhanced. ✓ Communication and collaboration skills are promoted as the learners discuss in groups. <p>Listen to the learners' responses and guide them appropriately.</p>
PUPIL'S ACTIVITY	<p>Guide the learners through Activity 6 on page 88 of the Learner's Book. Learners dramatize Peter's denial of Jesus Christ.</p> <p>Encourage them to be creative in their dramatization.</p> <p>Ask them to give feedback on the role play.</p> <p>Guide the learners to read the Learning points on page 88 of the Learner's Book.</p> <p>Explain the points for clarity and answer any other questions the learners may ask.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the Learners to outline lessons learnt from Peter's denial of Jesus Christ to their classmate during their own free time</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING	DATE	TIME	ROLL
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		AREA			
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		THE EVENTS BETWEEN THE ARREST AND BURIAL OF JESUS CHRIST – Jesus Christ’s trial			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- ✓ Outline the events that took place between the arrest and burial of Jesus Christ according to Luke 22:63-71 & 23:1-56.
- ✓ Summarize the events that took place between the arrest and burial of Jesus Christ according to Luke 22:63-71 and Luke 23:1-56.
- ✓ Acknowledge the events that took place between arrest and burial of Jesus Christ.

KEY INQUIRY QUESTIONS:

What happened between the arrest and burial of Jesus Christ?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Start the lesson by guiding the learners through a question and answer session to recap what they learnt in the previous lesson. •
BIBLICAL EXPERIENCE	Guide the learners to form manageable and inclusive groups. • Working in groups enhances unity. ✓ Ask them to read Luke 22:63-71 and Luke 23:1-56. in turns
BIBLICAL EXPLANATIO	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

N	<ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners identify the events that took place between the arrest and burial of Jesus Christ.
PUPIL'S ACTIVITY	Guide the learners summarize the events that took place between the arrest and the burial of Jesus Christ.
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	Guide the Learners to use digital devices to watch a video on the events that took place between the arrest and the burial of Jesus Christ.

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		THE EVENTS BETWEEN THE ARREST AND BURIAL OF JESUS CHRIST – Jesus Christ's crucifixion			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- ✓ Outline the events that took place between the arrest and burial of Jesus Christ according to Luke 22:63-71 & 23:1-56.
- ✓ Summarize the events that took place between the arrest and burial of Jesus Christ according to Luke 22:63-71 and Luke 23:1-56.
- ✓ Acknowledge the events that took place between arrest and burial of Jesus Christ.

KEY INQUIRY QUESTIONS:

What happened between the arrest and burial of Jesus Christ?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Start the lesson by guiding the learners through a question and answer session to recap what they learnt in the previous lesson. <ul style="list-style-type: none"> •

BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> • Working in groups enhances unity. ✓ Ask them to read Luke 22:63-71 and Luke 23:1-56. in turns
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners identify the events that took place between the arrest and burial of Jesus Christ.</p>
PUPIL'S ACTIVITY	<p>Guide the learners summarize the events that took place between the arrest and the burial of Jesus Christ.</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the Learners to use digital devices to watch a video on the events that took place between the arrest and the burial of Jesus Christ.</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		THE EVENTS BETWEEN THE ARREST AND BURIAL OF JESUS CHRIST – Jesus Christ’s death and burial			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- ✓ Outline the events that took place between the arrest and burial of Jesus Christ according to Luke 22:63-71 & 23:1-56.
- ✓ Summarize the events that took place between the arrest and burial of Jesus Christ according to Luke 22:63-71 and Luke 23:1-56.
- ✓ Acknowledge the events that took place between arrest and burial of Jesus Christ.

KEY INQUIRY QUESTIONS:

What happened between the arrest and burial of Jesus Christ?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg 89-90

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Start the lesson by guiding the learners through a question and answer session to recap what they learnt in the previous lesson. <ul style="list-style-type: none"> •
BIBLICAL EXPERIENCE	Guide the learners to form manageable and inclusive groups. <ul style="list-style-type: none"> • Working in groups enhances unity.

	✓ Ask them to read Luke 22:63-71 and Luke 23:1-56. in turns
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 <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	Guide the learners identify the events that took place between the arrest and burial of Jesus Christ.
PUPIL'S ACTIVITY	Guide the learners summarize the events that took place between the arrest and the burial of Jesus Christ.
CONCLUSION	Ask the learners to share what they have learnt. Assess them based on their responses Teacher to highlight the main points of the lesson Make a recapitulation of the lesson as you focus on learners' attention to the next lesson
EXTENDED ACTIVITIES	Guide the Learners to use digital devices to watch a video on the events that took place between the arrest and the burial of Jesus Christ.

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic		The Life And Ministry of Jesus Christ			
Sub-strand/Sub-Theme/Sub-topic		THE EVENTS BETWEEN THE ARREST AND BURIAL OF JESUS CHRIST - the importance of Christ's resurrection to the Christian faith			

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- ✓ Explain the resurrection of Jesus Christ according to Luke 24:1-7.
- ✓ Use digital or print resources to find out the importance of Jesus Christ's resurrection to Christians today.
- ✓ Acknowledge the importance of Jesus Christ's resurrection to Christians lives.

KEY INQUIRY QUESTIONS:

Why is the resurrection of Jesus Christ important to Christians today?

LEARNING RESOURCES:

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

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ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	Start the lesson by guiding the learners through a question and answer session to recap what they learnt in the previous lesson. <ul style="list-style-type: none"> •
BIBLICAL EXPERIENCE	Guide the learners to form manageable and inclusive groups. <ul style="list-style-type: none"> • Working in groups enhances unity. Ask them to read Luke 24:1-7 in turns

BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> • This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to discuss the importance of the resurrection of Jesus Christ to Christian today</p>
PUPIL'S ACTIVITY	<p>Guide the learners to read the learning points on page 92 of the learner's book</p> <p>Allow them to ask questions where they need clarification</p>
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	<p>Guide the Learners to do the Fun activity on page 94 of the learner's book. Guide the learners to read the message written on the poster and discuss its meaning</p>

REFLECTION ON THE LESSON

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	9	C.R.E			
Strand/Theme/Topic			The Life And Ministry of Jesus Christ		
Sub-strand/Sub-Theme/Sub-topic			THE EVENTS BETWEEN THE ARREST AND BURIAL OF JESUS CHRIST – Jesus Christ’s ascension to heaven		

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

- ✓ Explain the resurrection of Jesus Christ according to Luke 24:1-7.
- ✓ Use digital or print resources to find out the importance of Jesus Christ's resurrection to Christians today.
- ✓ Acknowledge the importance of Jesus Christ's resurrection to Christians lives.

KEY INQUIRY QUESTIONS:

What is ascension?

How did Jesus Christ ascension to heaven happen?

LEARNING RESOURCES:

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

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Hummingbird CRE Grd.9 P.B Pg 93-94

ORGANISATION OF LEARNING

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

LESSON DEVELOPMENT

STEP	LEARNING EXPERIENCE
HUMAN EXPERIENCE	<p>Start the lesson by guiding the learners through a question and answer session to recap what they learnt in the previous lesson.</p> <p>Learners to look at the picture on page 93 of the Learner's Book and discuss what they see in the picture.</p> <p>Learners to explain the meaning of the word ascension.</p>

	Enquire whether they know that ascension is the ascent to heaven by Jesus Christ.
BIBLICAL EXPERIENCE	<p>Guide the learners to form manageable and inclusive groups.</p> <ul style="list-style-type: none"> Working in groups enhances unity. <p>Ask them to read Luke 24:50-51, Mark 16:19 and Acts 1:10-11. in turns</p>
BIBLICAL EXPLANATION	<p>Teacher to link the bible verse to the sub strand of the lesson</p> <p>Guide them to discuss the biblical teaching of the verse with the class</p> <ul style="list-style-type: none"> This will enhance imagination and creativity
APPLICATION AND RESPONSE	<p>Guide the learners to describe the ascension of Jesus to heaven and assess if they understand the story.</p> <p>You can ask them to read the Bible texts again if they are unable to describe the ascension of Jesus Christ into heaven.</p>
PUPIL'S ACTIVITY	Guide the learners to draw an illustration on the second coming of JESUS CHRIST
CONCLUSION	<p>Ask the learners to share what they have learnt. Assess them based on their responses</p> <p>Teacher to highlight the main points of the lesson</p> <p>Make a recapitulation of the lesson as you focus on learners' attention to the next lesson</p>
EXTENDED ACTIVITIES	Guide the Learners to do the self assessment on page 94 of the learner's book

REFLECTION ON THE LESSON
