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| NAME |  |
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| **Wk** | **Ls**  **n** | **Strand/**  **Theme** | **Sub strand** | **Specific learning outcomes** | **Key inquiry**  **Questions** | **Learning experiences** | **Learning**  **Resources** | **Assessment**  **methods** | **Refl** |
|  | **1** | **CREATI ON** | **My purpose: Knowing Talents and Abilities** | By the end of the sub strand,  the learner should be able to:  a. Identify God’s purposes for  him/her to live  meaningfully  b. Sing songs of appreciation  c. appreciate his/her talents by  participating in various  activities for the benefit of self and others | 1. What is God’s  purpose for your life?  2. Why is it  important to know your talents and abilities?  3. How do you use your talents and abilities? |  Learners to brainstorm in  small groups, God’s purpose for their lives and why it is important to live a purposeful life   Learners sing relevant songs in appreciation of God’s purpose for their lives   Learners to read Jeremiah  29:11 and explain the lessons from the text | Good News Bible, Flash cards,  Pictures, Songs, Digital devices  Charts, poems | Written  Quizzes   Checklists,   Oral questions |  |
|  | **2** |  | **My purpose: Knowing Talents and Abilities** | By the end of the sub strand,  the learner should be able to:  a. narrate the parable of the talents for responsible use  of his/her talents  b. define the term talents  c. appreciate his/her talents by  participating in various activities for the benefit of  self and others | 1. What is God’s  purpose for your life?  2. Why is it important to know  your talents and abilities?  3. How do you use  your talents and abilities? |  Learners in pair read James  1:17 and share about their God given gifts and talents and their uses   Learners in turns read Matthew 25:14-30 on the parable of the talents and narrate how different talents were used   Learners to discuss in small groups the meaning of talents  and abilities | Good News Bible,  Flash cards, Pictures, Songs,  Digital devices  Charts, poems | Written  Quizzes   Checklists,   Oral questions |  |
|  | **3** |  | **My purpose: Knowing Talents and Abilities** | By the end of the sub strand, the learner should be able to:  a. identify lessons and values which Christians can apply from the | 1. What is God’s purpose for your life?  2. Why is it important to know  your talents and abilities? |  Learners describe why they should enjoy participating in  different activities at home or  school and Church   Learners to watch a video clip on the parable of the talents  and discuss lessons learnt | Good News Bible, Flash cards, Pictures, Songs,  Digital devices  Charts, poems | Written  Quizzes   Checklists,   Oral questions |  |



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|  |  |  |  | parable of talents in their  day-to-day life  b. watch a video clip on the parable of the Talents  c. appreciate his/her talents by participating in various activities for the benefit of self and others | 3. How do you use  your talents and abilities? |  Learners to write on flash card why it is important to know their talents and share in  class |  |  |  |
| **2** | **1** |  | **Human beings as co-workers with**  **God** | By the end of the sub strand the  learner should be able to:  a. Identify responsibilities given to human beings by God  b. demonstrate good stewardship of God’s creation by taking care of the environment  c. Appreciate his/her roles by sharing responsibilities with others | 1. Which  responsibilities did God give to  Human beings?  2. Why were human beings given  responsibilities?  3. Why is child labour an abuse of the rights of a child? |  Learners to read Genesis 1:26 and Genesis 2:15 and list  responsibilities given to human  beings by God   Learners to read 1Peter 4:10 and report to class what they  have learnt   Learners to list tasks they do at home, school and the community   Learners to brainstorm on various forms of child labour and the effects   Learners discuss on whom to report to if forced into child  labour. | Good News Bible,  Flash cards, Pictures, Songs,  Digital devices  Charts, poems |  Aural oral   Projects   Journals   Written  Quizzes   Checklists |  |
|  | **2** |  | **Human beings as co-workers with**  **God** | By the end of the sub strand the  learner should be able to:  a. Identify his/her roles at home, school and church for the benefit of self and others  b. explain the causes of child labour by citing examples for awareness  c. Appreciate his/her roles by sharing responsibilities with others | 1. Which  responsibilities  did God give to  Human beings?  2. Why were human beings given responsibilities?  3. Why is child  labour an abuse of the rights of a child? |  Learners come up with different projects at school e.g.  plant trees/  plant vegetables and nurture the projects until they get  results/harvest   Learners in pairs discuss the meaning of child labour   Learners brain storm on the causes of child labour with examples of child labour | Good News Bible,  Flash cards,  Pictures, Songs, Digital devices  Charts, poems |  Aural oral   Projects   Journals   Written  Quizzes   Checklists |  |
|  | **3** |  | **Human beings as co-workers with God** | By the end of the sub strand the  learner should be able to: | 1. Which  responsibilities did God give to  Human beings? |  Watch a video clip on forms of child labour   Learners to list forms of child labour and explain how to | Good News Bible,  Flash cards, Pictures, Songs, |  Aural oral   Projects   Journals   Written |  |



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|  |  |  |  | a. explain the causes of child labour by citing examples for awareness  b. explain the effects of child labour for protection of self and others  c. Appreciate his/her roles by sharing responsibilities with others | 2. Why were human  beings given responsibilities?  3. Why is child  labour an abuse of the rights of a child? | discourage child labour   Learners to discuss the effects of child labour   Learners to come up with different work related , activities in the  school, home and church, e.g.  plant vegetables etc | Digital devices  Charts, poems | Quizzes   Checklists |  |
| **3** | **1** |  | **The Fall of**  **Human Beings**  **(Adam and Eve)** | By the end of the sub strand  the learner should be able to:  a. Identify reasons for the  fall of Human Beings to be  responsible for his/her actions  b. explain lessons learnt from the fall of the human beings to live in harmony  c. appreciate lesson learnt from the fall of human beings by obeying school rules | 1. What led to the fall  of the human beings  (Adam and Eve?  2. Why does God like obedient people? |  Learners brainstorm in groups about the importance of obeying  schools rules   Learners read Genesis 3:1-  13 and identify reasons for the fall of human beings according to the text   Learners explain why they should remain truthful all  the time | Good News Bible,  Flash cards, Pictures, Songs,  Digital devices  Charts, poems |  Portfolio   Profiles   Written questions   Assessment rubric |  |
|  | **2** |  | **The Fall of**  **Human Beings**  **(Adam and Eve)** | By the end of the sub strand  the learner should be able to:  a. Identify reasons for the  fall of Human Beings to be  responsible for his/her actions  b. explain lessons learnt from the fall of the human beings to live in harmony  c. appreciate lesson learnt from the fall of human beings by obeying school rules | 1. What led to the fall  of the human beings  (Adam and Eve?  2. Why does God like obedient people? |  Learners discuss lessons learnt from the fall of human beings (Adam and Eve)   Learners brainstorm the benefits of an being  obedient person | Good News Bible,  Flash cards,  Pictures, Songs, Digital devices Charts, poems |  Portfolio   Profiles   Written questions   Assessment rubric |  |
|  | **3** |  | **The Fall of Human Beings (Adam and Eve)** | By the end of the sub strand  the learner should be able to:  a. Identify reasons for the  fall of Human Beings to be  responsible for his/her actions | 1. What led to the fall  of the human beings  (Adam and Eve?  2. Why does God like obedient people? |  Learners discuss lessons learnt from the fall of  human beings (Adam and  Eve)   Learners brainstorm the | Good News Bible,  Flash cards, Pictures, Songs,  Digital devices  Charts, poems |  Portfolio   Profiles   Written questions |  |



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|  |  |  |  | b. explain lessons learnt from the fall of the human beings to live in harmony  c. appreciate lesson learnt from the fall of human beings by obeying school rules |  | benefits of an being  obedient person |  |  Assessment rubric |  |
| **4** | **1** |  | **The family Unity**  a  b c | By the end of the sub strand the  learner should be able to:  . Identify the importance of family unity for harmonious living  . explain challenges faced by families to develop empathy  . appreciate family unity by participating in  different chores at home | 1. Why is family  unity important?  2. What can lead to lack of unity in a  family?  3. How can family unity be  maintained? |  Learners to list factors that promote family  unity and share with the class   Learners in small groups to read Psalm 133:1-3   earners discuss challenges they experience at home   In pairs, learners to discuss ways in which they overcome the challenges   Sing a song that is related to overcoming family challenges | Good News Bible,  Flash cards, Pictures, Songs, Digital devices Charts, poems |  Portfolio   Profiles   Written questions |  |
|  | **2** |  | **The family Unity**  a b  c | By the end of the sub strand the  learner should be able to:  . explain challenges faced by families to develop empathy  . explain ways of contributing to a happy family for peaceful coexistence  . appreciate family unity by participating in  different chores at home | 1. Why is family  unity important?  2. What can lead to lack of unity in a  family?  3. How can family unity be maintained? |  Learners to list factors that promote family  unity and share with the class   Learners in small groups to read Psalm 133:1-3   earners discuss challenges they experience at home   In pairs, learners to discuss ways in which they  overcome the challenges   Sing a song that is related to overcoming family challenges | Good News Bible,  Flash cards, Pictures, Songs, Digital devices Charts, poems |  Portfolio   Profiles   Written questions |  |
|  | **3** |  | **The family Unity** | By the end of the sub strand the  learner should be able to:  a. Discuss challenges faced by families to develop empathy  b. explain ways of contributing to a happy family for peaceful coexistence | 1. Why is family  unity important?  2. What can lead to lack of unity in a  family?  3. How can family unity be  maintained? |  Learners to list factors that promote family  unity and share with the class   Learners in small groups to read Psalm 133:1-3   earners discuss challenges they experience at home   In pairs, learners to discuss ways in which they | Good News Bible,  Flash cards, Pictures, Songs, Digital devices Charts, poems |  Portfolio   Profiles   Written questions |  |



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|  |  |  |  | c. appreciate family unity by participating in  different chores at home |  | overcome the challenges   Sing a song that is related to overcoming family challenges |  |  |  |
| **5** | **1** | **THE BIBLE** | **The Bible as a**  **Guide** | By the end of the sub strand,  the learner should be able;  a. Explain different uses of Bible as a guide for personal growth  b. identify the benefits of using the Bible as a daily guide  c. appreciate the Bible as a guide to promote harmoniously living with others | 1. What is the  meaning of the  Bible as a guide?  2. Why is the  Bible referred to as a guide? |  Learners brainstorm various ways the Bible guides  them in their lives   Learners to write summary points how the Bible  guides them   Learners in turns read Joshua  1;8; 2 Timothy  3:16;Deuteronomy 6:4-8, in small groups   Learners to discuss in small groups what they learnt  from the three Bible texts | Good News Bible,  Flash cards, Pictures, Songs,  Digital devices  Charts, poems |  Anecdotal  Notes,   Aural questions   Profiles   Authentic tasks |  |
|  | **2** |  | **The Bible as a**  **Guide** | By the end of the sub strand,  the learner should be able;  a. identify the benefits of using the Bible as a daily guide  b. explain values acquired from using the Bible as a guide  c. appreciate the Bible as a guide to promote harmoniously living with others | 1. What is the  meaning of the  Bible as a guide?  2. Why is the  Bible referred to as a guide? |  Learners to write important messages about guidance  from the Bible on flash cards  Learners find out from  their parents and guardians values acquired as a result  of using the Bible as a guide  and report   Learners to sing relevant songs about the Bible as a guide   Learners share how the Bible helps them to relate with  others in class, at school, at home and neighbours | Good News Bible,  Flash cards,  Pictures, Songs, Digital devices  Charts, poems |  Anecdotal  Notes,   Aural questions   Profiles   Authentic tasks |  |
|  | **3** |  | **Bible Stories: Courage** | By the end of the sub strand,  the learner should be able to;  a. Narrate the story of Peter and John at the Temple to understand the importance of courage  b. explain reasons why  Christian should stand firm | 1. What is the  meaning of boldness?  2. Why did Peter and  John tell the leaders?  3. What do like about  Peter and John? |  Learners in small groups brainstorm on situations when  they demonstrated courage   Learners in turns to read Acts  4:1-5, 7- 13 and share lessons learnt from the  story of Peter and John   Learners to watch a video clip on the story of Peter and John | Good News Bible,  Flash cards, Pictures, Songs,  Digital devices  Charts, poems |  Observation  Schedules ,   Written  Quizzes   Checklists,   Oral questions |  |



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|  |  |  |  | in spiritual matters in day to  day life  c. recognise the importance of courage in making choices for personal development |  |  Learners to compose a poem on courage  Learners to sing a relevant song  on courage |  |  |  |
| **6** | **1** |  | **Bible Stories: Courage** | By the end of the sub strand,  the learner should be able to;  a. Narrate the story of Peter and John at the Temple to understand the importance of courage  b. explain reasons why Christian should stand firm in spiritual matters in day to day life  c. recognise the importance of courage in making choices for personal development | 1. What is the  meaning of  boldness?  2. Why did Peter and  John tell the leaders?  3. What do like about  Peter and John? |  Learners in small groups brainstorm on situations when they demonstrated courage   Learners in turns to read Acts  4:1-5, 7- 13 and share lessons learnt from the  story of Peter and John   Learners to watch a video clip on the story of Peter and John   Learners to compose a poem on courage  Learners to sing a relevant song on courage | Good News Bible,  Flash cards,  Pictures, Songs, Digital devices  Charts, poems |  Observation  Schedules ,   Written  Quizzes   Checklists,   Oral questions |  |
|  | **2** |  | **Bible Stories: Courage** | By the end of the sub strand,  the learner should be able to;  a. explain reasons why Christian should stand firm in spiritual matters in day to day life  b. outline good qualities learnt from the story of Peter and John at the temple  c. recognise the importance of courage in making choices for personal development | 1. What is the  meaning of boldness?  2. Why did Peter and  John tell the  leaders?  3. What do like about  Peter and John? |  Learners in small groups brainstorm on situations when  they demonstrated courage   Learners in turns to read Acts  4:1-5, 7- 13 and share lessons learnt from the  story of Peter and John   Learners to watch a video clip on the story of Peter and John   Learners to compose a poem on courage  Learners to sing a relevant song on courage | Good News Bible,  Flash cards, Pictures, Songs,  Digital devices  Charts, poems |  Observation  Schedules ,   Written  Quizzes   Checklists,   Oral questions |  |
|  | **3** |  | **Wisdom** | By the end of the sub strand,  the learner should be able to: a. Explain the story of how King Solomon used  wisdom to a solve a dispute  b. identify values that Christians can learn from the story of King | 1. How did Solomon  portray wisdom?  2. What do we learn from the story of Solomon?  3. Why do we need wisdom in our  lives? |  Learners discuss how they solve disputes in their  class and why this is important   Learners to read In turns 1  Kings 3:16-28 and  share how King Solomon used wisdom   Learners narrate situations/scenarios where they | Good News Bible,  Flash cards, Pictures, Songs,  Digital devices  Charts, poems |  Observation  Schedules ,   Written  Quizzes   Checklists,   Oral questions |  |



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|  |  |  |  | Solomon for application in  day-to-day life  c. appreciate importance of using wisdom  in his/her daily life |  | used wisdom to solve a problem   Learners to list lessons and values learnt from  story of King Solomon   Learners read and explain  Proverbs 1:7 |  |  |  |
| **7** | **1** |  | **Wisdom**  a b  c | By the end of the sub strand,  the learner should be able to:  . Explain the story of how King Solomon used wisdom to a solve a dispute  . identify values that Christians can learn from the story of King  Solomon for application in day-to-day life  . appreciate importance of using wisdom  in his/her daily life | 1. How did Solomon  portray wisdom?  2. What do we learn from the story of  Solomon?  3. Why do we need wisdom in our  lives? |  Learners discuss how they solve disputes in their  class and why this is important   Learners to read In turns 1  Kings 3:16-28 and  share how King Solomon used wisdom   Learners narrate situations/scenarios where they  used wisdom to solve a problem   Learners to list lessons and values learnt from  story of King Solomon   Learners read and explain  Proverbs 1:7 | Good News Bible,  Flash cards, Pictures, Songs, Digital devices Charts, poems |  Observation  Schedules ,   Written  Quizzes   Checklists,   Oral questions |  |
|  | **2** |  | **Wisdom**  a b  c | By the end of the sub strand,  the learner should be able to:  . watch a video clip on  Solomon and the two women  . identify values that Christians can learn from the story of King  Solomon for application in day-to-day life  . appreciate importance of using wisdom  in his/her daily life | 1. How did Solomon  portray wisdom?  2. What do we learn from the story of  Solomon?  3. Why do we need wisdom in our lives? |  Learners discuss how they solve disputes in their  class and why this is important   Learners to read In turns 1  Kings 3:16-28 and  share how King Solomon used wisdom   Learners to watch a video clip on Solomon and the two  women   Learners narrate situations/scenarios where they used wisdom to solve a problem   Learners to list lessons and values learnt from  story of King Solomon   Learners read and explain  Proverbs 1:7 | Good News Bible,  Flash cards, Pictures, Songs,  Digital devices  Charts, poems |  Observation  Schedules ,   Written  Quizzes   Checklists,   Oral questions |  |



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|  | **3** |  | **Respect for the**  **Elderly** | By the end of the sub strand,  the learner should be able to: a. Narrate the story of Noah and his sons to develop a  harmonious relationship  with the elderly  b. describe various ways of showing respect to the elderly for responsible living  c. Appreciate respect for the elderly at home church and community | 1. What do you learn  about the story of Noah and his sons?  2. What values can help you respect elderly people,  parents, teachers and leaders? |  Learners to read in turns  Genesis 9:18-23  about Noah and his sons   In groups learners to discuss lessons learnt from the story   Learners to write the names of Noah’s sons on a paper or using a digital device   Learners list the benefits of respecting the elderly | Good News Bible,  Flash cards, Pictures, Songs, Digital devices Charts, poems |  Observation  Schedules ,   Written  Quizzes   Checklists,   Oral questions |  |
| **8** | **1** |  | **Respect for the**  **Elderly** | By the end of the sub strand,  the learner should be able to:  a. Explain the importance of respecting the elderly and those in authority  b. describe various ways of showing respect to the elderly for responsible living  c. Appreciate respect for the elderly at home church and community | 1. What do you learn  about the story of  Noah and his sons?  2. What values can  help you respect elderly people, parents, teachers and leaders? |  Learners role play how to show respect to the elderly in public places   Learners to compose a poem about respect  for the elderly in the society   Learners explains the importance of respecting the  elderly and those in authority | Good News Bible,  Flash cards,  Pictures, Songs, Digital devices  Charts, poems |  Observation  Schedules ,   Written  Quizzes   Checklists,   Oral questions |  |
|  | **2** |  | **God Loves**  **Humility** | By the end of the sub strand,  the learner should be able to;  a. Explain the story of a hand writes on the wall for spiritual nourishment  b. identify the skills and values demonstrated by Daniel as he explained the meaning of a hand writes on the wall  c. emulate Daniel’s example by being faithful to God and truthful to one another | 1. Why did the  writing appear on the wall?  2. Why was the  King punished?  3. What was Daniel’s interpretation of the writings on the wall? |  Learners brainstorm meaning of pride and why it is not good   Learners to share about some of the vessels used in their  churches   Leaners to read Daniel 5:1-13;  25-28 in turns and explain meaning of the writing  on the wall   Learners to list the holy vessels mentioned in the story | Good News Bible,  Flash cards, Pictures, Songs, Digital devices Charts, poems |  Observation  Schedules ,   Written  Quizzes   Checklists,   Oral questions |  |
|  | **3** |  | **God Loves**  **Humility** | By the end of the sub strand,  the learner should be able to; | 1. Why did the  writing appear on |  Learners brainstorm meaning  of pride and why it is not good | Good News Bible,  Flash cards, |  Observation  Schedules , |  |



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|  |  |  |  | a. Explain the story of a hand writes on the wall for spiritual nourishment  b. describe with examples from the story the benefits of humility as Christians  c. emulate Daniel’s example by being faithful to God and truthful to one another | the wall?  2. Why was the  King punished?  3. What was Daniel’s interpretation of the writings on the wall? |  Learners to share about some of the vessels used in their churches   Leaners to read Daniel 5:1-13;  25-28 in turns and explain meaning of the writing  on the wall   Learners to list the holy vessels mentioned in the story | Pictures, Songs,  Digital devices  Charts, poems |  Written  Quizzes   Checklists,   Oral questions |  |
| **9** | **1** |  | **God Loves**  **Humility** | By the end of the sub strand,  the learner should be able to;  a. Mention the disadvantages of Pride  b. describe with examples from the story the benefits of humility as Christians  c. emulate Daniel’s example by being faithful to God and truthful to one another | 1. Why did the  writing appear on the wall?  2. Why was the  King punished?  3. What was Daniel’s interpretation of the writings on the wall? |  learners to watch a video clip on the story and explain what  they have learnt from the story   Learners to outline qualities portrayed by Daniel in the story   Learners debate on the disadvantages of pride   Leaners to list ways in which they can show excellence in  whatever they asked to  do at home, school and church | Good News Bible,  Flash cards, Pictures, Songs,  Digital devices  Charts, poems |  Observation  Schedules ,   Written  Quizzes   Checklists,   Oral questions |  |
|  | **2** |  | **Worship of True**  **God** | By the end of the sub strand,  the learner should be able to;  a. Narrate the contest at Mt.  Carmel by Prophet Elijah  b. distinguish between true God and false gods as outlined in the story  c. Appreciate the role played by Elijah | 1. How did Elijah  perform  the Contest?  2. How did Elijah  demonstrate God's power during the contest at Mount Carmel?  3. Why did Elijah condemn social  injustice? |  Learners brainstorms reasons why people worship material  things than God   Learners in turns to read1  Kings 18:26-39 and narrate the contest at Mount Carmel by Prophet Elijah   Leaners to watch a video clip on Elijah and Baal gods and  explain what happened in the contest | Good News Bible,  Flash cards,  Pictures, Songs, Digital devices Charts, poems |  Observation  Schedules ,   Written  Quizzes   Checklists,   Oral questions |  |
|  | **3** |  | **Worship of True**  **God** | By the end of the sub strand,  the learner should be able to;  a. Narrate the contest at Mt.  Carmel by Prophet Elijah  b. distinguish between true God and false gods as outlined in the story  c. Appreciate the role played by Elijah | 1. How did Elijah  perform  the Contest?  2. How did Elijah demonstrate God's power during the contest at Mount Carmel?  3. Why did Elijah |  Learners brainstorms reasons why people worship material  things than God   Learners in turns to read1  Kings 18:26-39 and narrate the contest at Mount Carmel by Prophet Elijah   Leaners to watch a video clip on Elijah and Baal gods and | Good News Bible,  Flash cards,  Pictures, Songs, Digital devices  Charts, poems |  Observation  Schedules ,   Written  Quizzes   Checklists,   Oral questions |  |



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|  |  |  |  |  | condemn social  injustice? | explain what happened in the  contest |  |  |  |
| **10** | **1** |  | **Worship of True**  **God** | By the end of the sub strand,  the learner should be able to;  a. Narrate the contest at Mt.  Carmel by Prophet Elijah  b. distinguish between true God and false gods as outlined in the story  c. Appreciate the role played by Elijah | 1. How did Elijah  perform  the Contest?  2. How did Elijah demonstrate God's power during the  contest at Mount  Carmel?  3. Why did Elijah condemn social injustice? |  Learners to outline the  difference between the true God and false gods   Learners explain values learn from the Contest at Mount  Carmel   Learners discuss why Elijah defended the worship of true God   Learners explain why it is good to stand for the truth   Learners brainstorm things  Elijah would condemn in the modern Society | Good News Bible,  Flash cards,  Pictures, Songs, Digital devices Charts, poems |  Observation  Schedules ,   Written  Quizzes   Checklists,   Oral questions |  |
|  | **2** |  | **Gods Protection** | By the end of the sub-strand the  learner should be able to;  a. Narrate the story of how God used the Pharaoh’s daughter to rescue and protect Moses  b. identify values which  Christians learn from Pharaoh’s daughter to show compassion to others  c. Appreciate the importance of helping those in need | 1. What do you learn  from the story of  Moses’ birth?  2. How did the king’s daughter rescue Moses?  3. What do you like  about Pharaoh’s  daughter? |  Learners brainstorm why children should be taken care of   Learners read Exodus 2:1-10 in turns and narrate the story in  the class   Learners watch a video clip on Moses being rescued by Pharaoh’s daughter (Exodus  2:5-6) and mention what they have seen | Good News Bible,  Flash cards,  Pictures, Songs, Digital devices Charts, poems |  Observation  Schedules ,   Written  Quizzes   Checklists,   Oral questions |  |
|  | **3** |  | **Gods Protection** | By the end of the sub-strand the  learner should be able to;  a. Narrate the story of how God used the Pharaoh’s daughter to rescue and protect Moses  b. identify values which Christians learn from Pharaoh’s daughter to show compassion to others  Appreciate the importance  c. of helping those in need | 1. What do you learn  from the story of  Moses’ birth?  2. How did the king’s daughter rescue Moses?  3. What do you like  about Pharaoh’s  daughter? |  Learners brainstorm why children should be taken care of   Learners read Exodus 2:1-10 in turns and narrate the story in the class   Learners watch a video clip on Moses being rescued by  Pharaoh’s daughter (Exodus  2:5-6) and mention what they have seen | Good News Bible,  Flash cards, Pictures, Songs,  Digital devices  Charts, poems |  Observation  Schedules ,   Written  Quizzes   Checklists,   Oral questions |  |