

TETU SUB-COUNTY

GRADE 7, CRE SCHEMES OF WORK, TERM 1 2025

SCHOOL NAME:.....

TEACHER'S NAME:.....

WK	LSN	STRAND	SUB-STRAND	LESSON_LEARNING_OUTCOMES	LEARNING_EXPERIENCES	KEY INQUIRY QUESTIONS	LEARNING RESOURCES	ASSESSMENT METHODS	REFLECTION
1	ORIENTATION								
2	1	Introduction to Christian Religious Education	Importance of studying Christian Religious Education	By the end of the lesson, the learner should be able to: Explain the meaning of Christian Religious Education. Discuss the importance of learning Christian Religious Education as a subject. Discuss the relevance of learning Christian Religious Education at Junior Secondary School. Prepare a personal journal Appreciate the importance of learning Christian Religious Education.	Individually, in pairs or in groups, learners are guided to: - Explain the meaning of Christian Religious Education. - Discuss the importance of learning Christian Religious Education as a subject. - Discuss the relevance of learning Christian Religious Education at Junior Secondary School -Prepare a personal journal on how learning Christian Religious Education has helped her/him to change their behaviour	What is the meaning of Christian Religious Education? What is the relevance of learning Christian Religious Education at Junior Secondary School?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB; Top Scholar C.R.E page 1-3	Written Quizzes Checklists, Oral questions	
	2	Introduction to Christian Religious Education	Importance of studying Christian Religious Education	By the end of the lesson, the learner should be able to: Explain the meaning of Christian Religious Education. Discuss the importance of learning Christian Religious Education as a subject. Discuss the relevance of learning Christian Religious Education at Junior Secondary School. Prepare a personal journal Appreciate the importance of learning Christian Religious Education.	Individually, in pairs or in groups, learners are guided to: - Explain the meaning of Christian Religious Education. - Discuss the importance of learning Christian Religious Education as a subject. - Discuss the relevance of learning Christian Religious Education at Junior Secondary School -Prepare a personal journal on how learning Christian Religious Education has helped her/him to change their behaviour	What is the meaning of Christian Religious Education? What is the relevance of learning Christian Religious Education at Junior Secondary School?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB; Top Scholar C.R.E page 1-3	Written Quizzes Checklists, Oral questions	

3	3	Introduction to Christian Religious Education	Promoting sound moral and religious values through C.R.E	By the end of the lesson, the learner should be able to: Identify values acquired through learning Christian Religious Education. Discuss how the values are acquired in the learning of Christian Religious Education. Prepare flashcards and write messages that promote sound moral and religious values. Appreciate the values learnt through Christian Religious Education.	Individually, in pairs or in groups, learners are guided to: - Identify values acquired through learning Christian Religious Education. -Discuss how the values are acquired in the learning of Christian Religious Education. - Prepare flashcards and write messages that promote sound moral and religious values.	What are the religious values learnt through Christian Religious Education?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 4	Written Quizzes Checklists, Oral questions	
	4	Introduction to Christian Religious Education	Promoting sound moral and religious values through C.R.E	By the end of the lesson, the learner should be able to: Identify values acquired through learning Christian Religious Education. Discuss how the values are acquired in the learning of Christian Religious Education. Prepare flashcards and write messages that promote sound moral and religious values. Appreciate the values learnt through Christian Religious Education.	Individually, in pairs or in groups, learners are guided to: - Identify values acquired through learning Christian Religious Education. -Discuss how the values are acquired in the learning of Christian Religious Education. - Prepare flashcards and write messages that promote sound moral and religious values.	What are the religious values learnt through Christian Religious Education?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 4	Written Quizzes Checklists, Oral questions	
	1	Introduction to Christian Religious Education	Applying values acquired in Christian Religious Education in interaction with others	By the end of the lesson, the learner should be able to: List values needed to live harmoniously with others. Discuss situations in which the values identified can be applied. Compose a poem on how Christian Religious Education promotes sound moral and religious values. Apply values acquired in Christian Religious Education in interaction with others	Individually, in pairs or in groups, learners are guided to: - List values needed to live harmoniously with others. - Discuss situations in which the values identified can be applied. - Compose a poem on how Christian Religious Education promotes sound moral and religious values.	Which values are needed to live harmoniously with others?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 4-7	Written Quizzes Checklists, Oral questions	

	2	Introduction to Christian Religious Education	Applying values acquired in Christian Religious Education in interaction with others	By the end of the lesson, the learner should be able to: List values needed to live harmoniously with others. Discuss situations in which the values identified can be applied. Compose a poem on how Christian Religious Education promotes sound moral and religious values. Apply values acquired in Christian Religious Education in interaction with Others	Individually, in pairs or in groups, learners are guided to: - List values needed to live harmoniously with others. - Discuss situations in which the values identified can be applied. -Compose a poem on how Christian Religious Education promotes sound moral and religious values.	Which values are needed to live harmoniously with others?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 4-7	Written Quizzes Checklists, Oral questions	
	3	Creation	Accounts of creation; The Biblical accounts of creation	By the end of the lesson, the learner should be able to: Take a nature walk within the school compound nd surrounding area. Identify features that make up God	Individually, in pairs or in groups, learners are guided to: - Take a nature walk within the school compound nd surrounding area. -Identify features that make up God	What is creation? Why did God create human being?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 8-9	Written Quizzes Checklists, Oral questions	
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4	1	Creation	Accounts of creation; The Biblical accounts of creation	By the end of the lesson, the learner should be able to: Read the Bible; Genesis 1 and 2 Retell the biblical accounts of creation in Genesis 1 and 2 Discuss the two accounts of creation. Summarise the main points on the two accounts. Have fun and enjoy retelling the biblical accounts of creation.	Individually, in pairs or in groups, learners are guided to: - Read the Bible; Genesis 1 and 2 -Retell the biblical accounts of creation in Genesis 1 and 2 - Discuss the two accounts of creation. -Summarise the main points on the two accounts.	How many days did God take to create the universe? How was the universe before creation?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 9-11	Written Quizzes Checklists, Oral questions	

	2	Creation	Accounts of creation; The Biblical accounts of creation	By the end of the lesson, the learner should be able to: Read the Bible; Genesis 1 and 2 Retell the biblical accounts of creation in Genesis 1 and 2 Discuss the two accounts of creation. Summarise the main points on the two accounts. Have fun and enjoy retelling the biblical accounts of creation.	Individually, in pairs or in groups, learners are guided to: - Read the Bible; Genesis 1 and 2 -Retell the biblical accounts of creation in Genesis 1 and 2 - Discuss the two accounts of creation. -Summarise the main points on the two accounts.	How many days did God take to create the universe? How was the universe before creation?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 9-11	Written Quizzes Checklists, Oral questions	
	3	Creation	Similarities and differences in the two biblical accounts of creation	By the end of the lesson, the learner should be able to: Search the internet/library on similarities and differences of the two biblical accounts of creation. Describe the main similarities and differences in the two biblical accounts of creation. Prepare a PowerPoint presentation on the identified points. Appreciate the two biblical accounts of creation.	Individually, in pairs or in groups, learners are guided to: - Search the internet or library on similarities and differences of the two biblical accounts of creation. -Describe the main similarities and differences in the two biblical accounts of creation. - Prepare a PowerPoint presentation on the identified points.	What are the similarities of two biblical accounts of creation? What are the differences of the two biblical accounts of creation?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 11-12	Written Quizzes Checklists, Oral questions	
	4	Creation	Similarities and differences in the two biblical accounts of creation	By the end of the lesson, the learner should be able to: Search the internet/library on similarities and differences of the two biblical accounts of creation. Describe the main similarities and differences in the two biblical accounts of creation. Prepare a PowerPoint presentation on the identified points. Appreciate the two biblical accounts of creation.	Individually, in pairs or in groups, learners are guided to: - Search the internet or library on similarities and differences of the two biblical accounts of creation. -Describe the main similarities and differences in the two biblical accounts of creation. - Prepare a PowerPoint presentation on the identified points.	What are the similarities of two biblical accounts of creation? What are the differences of the two biblical accounts of creation?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 11-12	Written Quizzes Checklists, Oral questions	

5	1	Creation	Attributes of God from the Biblical accounts of creation	By the end of the lesson, the learner should be able to: Define attribute. Identify the attributes of God from the Biblical accounts of creation. Discuss how the values are demonstrated in the stories of creation and write the points on charts. Appreciate the attributes of God from the Biblical accounts of creation.	Individually, in pairs or in groups, learners are guided to: -Define attribute. -Identify the attributes of God from the Biblical accounts of creation. -Discuss how the values are demonstrated in the stories of creation and write the points on charts. -Compose a song on the second account of creation.	What is attribute? What are the attributes of God from the Biblical accounts of creation?	Good News Bible Flash cards Digital devices KLB: Top Scholar; C.R.E page 12-15	Written Quizzes Checklists, Oral questions	
	2	Creation	Attributes of God from the Biblical accounts of creation	By the end of the lesson, the learner should be able to: Define attribute. Identify the attributes of God from the Biblical accounts of creation. Discuss how the values are demonstrated in the stories of creation and write the points on charts. Appreciate the attributes of God from the Biblical accounts of creation.	Individually, in pairs or in groups, learners are guided to: -Define attribute. -Identify the attributes of God from the Biblical accounts of creation. -Discuss how the values are demonstrated in the stories of creation and write the points on charts. -Compose a song on the second account of creation.	What is attribute? What are the attributes of God from the Biblical accounts of creation?	Good News Bible Flash cards Digital devices KLB: Top Scholar; C.R.E page 12-15	Written Quizzes Checklists, Oral questions	
	3	Creation	Responsibilities over animals, fish and birds	By the end of the lesson, the learner should be able to: Discuss where animals, fish and birds are found. Read the Bible Genesis 2:15-20 and James 3:7 Draw and label an example of an animal, fish and bird on charts. Have a desire to take care of animals.	Individually, in pairs or in groups, learners are guided to: - Discuss where animals, fish and birds are found. -Read the Bible Genesis 2:15-20 and James 3:7 -Draw and label an example of an animal, fish and bird on charts.	Which animals, fish and birds do you know?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 15-16	Written Quizzes Checklists, Oral questions	
	4	Creation	Responsibilities over animals, fish and birds	By the end of the lesson, the learner should be able to: Discuss where animals, fish and birds are found. Read the Bible Genesis 2:15-20 and James 3:7	Individually, in pairs or in groups, learners are guided to: - Discuss where animals, fish and birds are found. -Read the Bible Genesis 2:15-20 and James 3:7 -Draw and label an example of an animal, fish and bird on charts.	Which animals, fish and birds do you know?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top	Written Quizzes Checklists, Oral questions	

				Draw and label an example of an animal, fish and bird on charts. Have a desire to take care of animals.			Scholar; C.R.E page 15-16		
6	1	Creation	Ways in which human beings can protect animals, fish and birds.	By the end of the lesson, the learner should be able to: Identify ways in which human beings can protect animals, fish and birds. Discuss why we should take care of animals, fish and birds. Compose a poem on	Individually, in pairs or in groups, learners are guided to: - Identify ways in which human beings can protect animals, fish and birds. -Discuss why we should take care of animals, fish and birds. - Compose a poem on	How do you take care of animals, fish and birds?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 19-23	Written Quizzes Checklists, Oral questions	
	2	Creation	Ways in which human beings can protect animals, fish and birds.	By the end of the lesson, the learner should be able to: Identify ways in which human beings can protect animals, fish and birds. Discuss why we should take care of animals, fish and birds. Compose a poem on	Individually, in pairs or in groups, learners are guided to: - Identify ways in which human beings can protect animals, fish and birds. -Discuss why we should take care of animals, fish and birds. - Compose a poem on	How do you take care of animals, fish and birds?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 19-23	Written Quizzes Checklists, Oral questions	
	3	Creation	Practising good stewardship by taking care of animals, fish and birds	By the end of the lesson, the learner should be able to: Define good stewardship. Discuss the importance of good stewardship over animals, fish and birds. Identify factors that cause conflicts between human beings and wild animals. Prepare a talk on why Christians should take care of animals, fish and birds. Practising good stewardship by taking care of animals, fish and birds.	Individually, in pairs or in groups, learners are guided to: -Define good stewardship. - Discuss the importance of good stewardship over animals, fish and birds. -Identify factors that cause conflicts between human beings and wild animals. - Prepare a talk on why Christians should take care of animals, fish and birds.	What is the importance of good stewardship over animals, fish and birds?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 16-19	Written Quizzes Checklists, Oral questions	

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7	1	Creation	Responsibilities given to human beings over plants	By the end of the lesson, the learner should be able to: Give examples of different plants that they know. Read the Bible; Genesis 1:29-30, Genesis 2:15 and Psalms 104:14 Draw the some of the plants that they know. Appreciate the responsibilities given to human beings over plants.	Individually, in pairs or in groups, learners are guided to: - Give examples of different plants that they know. -Read the Bible; Genesis 1:29-30, Genesis 2:15 and Psalms 104:14 -Draw the some of the plants that they know.	What types of plants are found in their surroundings areas? How are plants important?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 23-25	Written Quizzes Checklists, Oral questions	
	2	Creation	Responsibilities given to human beings over plants	By the end of the lesson, the learner should be able to: Give examples of different plants that they know. Read the Bible; Genesis 1:29-30, Genesis 2:15 and Psalms 104:14 Draw the some of the plants that they know. Appreciate the responsibilities given to human beings over plants.	Individually, in pairs or in groups, learners are guided to: - Give examples of different plants that they know. -Read the Bible; Genesis 1:29-30, Genesis 2:15 and Psalms 104:14 -Draw the some of the plants that they know.	What types of plants are found in their surroundings areas? How are plants important?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 23-25	Written Quizzes Checklists, Oral questions	

	3	Creation	Applying biblical teachings on the care for plants to conserve the environment	By the end of the lesson, the learner should be able to: Identify ways in which we conserve the environment. List the activities they can do to take care of plants and conserve the environment. Discuss how they can apply biblical teachings of caring for plants to conserve the environment. Applying biblical teachings on the care for plants to conserve the environment	Individually, in pairs or in groups, learners are guided to: - Identify ways in which we conserve the environment. -List the activities they can do to take care of plants and conserve the environment. - Discuss how they can apply biblical teachings of caring for plants to conserve the environment.	Why do you take care of plants?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 26-28	Written Quizzes Checklists, Oral questions	
	4	Creation	Applying biblical teachings on the care for plants to conserve the environment	By the end of the lesson, the learner should be able to: Identify ways in which we conserve the environment. List the activities they can do to take care of plants and conserve the environment. Discuss how they can apply biblical teachings of caring for plants to conserve the environment. Applying biblical teachings on the care for plants to conserve the environment	Individually, in pairs or in groups, learners are guided to: - Identify ways in which we conserve the environment. -List the activities they can do to take care of plants and conserve the environment. - Discuss how they can apply biblical teachings of caring for plants to conserve the environment.	Why do you take care of plants?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 26-28	Written Quizzes Checklists, Oral questions	
8	1	Creation	Applying biblical teachings on the care for plants to conserve the environment	By the end of the lesson, the learner should be able to: Identify ways in which we conserve the environment. List the activities they can do to take care of plants and conserve the environment. Discuss how they can apply biblical teachings of caring for plants to conserve the environment. Applying biblical teachings on the care for plants to conserve the environment	Individually, in pairs or in groups, learners are guided to: - Identify ways in which we conserve the environment. -List the activities they can do to take care of plants and conserve the environment. - Discuss how they can apply biblical teachings of caring for plants to conserve the environment.	Why do you take care of plants?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 26-28	Written Quizzes Checklists, Oral questions	
	2	Creation	Contribution of responsible use of plants to economic growth	By the end of the lesson, the learner should be able to: Brainstorm how responsible use of plants contributes to economic growth. Carry out an income generating activity and write a report. Appreciate the values that help them take care of plants.	Individually, in pairs or in groups, learners are guided to: - Brainstorm how responsible use of plants contributes to economic growth. -Carry out an income generating activity and write a report.	How do plants contribute to economic growth?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top	Written Quizzes Checklists, Oral questions	

10	1	Creation	Effects of misusing natural resources	By the end of the lesson, the learner should be able to: Brainstorm on the effects of misusing natural resources. Hold a debate on the effects of misusing natural resources. Enjoy the debate.	Individually, in pairs or in groups, learners are guided to: - Brainstorm on the effects of misusing natural resources. - Debate the motion	What the effects of misusing natural resources?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 35-36	Written Quizzes Checklists, Oral questions	
	2	Creation	Biblical teachings on good use of God	By the end of the lesson, the learner should be able to: Read the Bible; Genesis 2:15, Exodus 23:10-11, Deuteronomy 20:19 Identify the values that would guide them in good use of natural resources. Compose and sing a song about God	Individually, in pairs or in groups, learners are guided to: - Read the Bible; Genesis 2:15, Exodus 23:10-11, Deuteronomy 20:19 -Identify the values that would guide them in good use of natural resources. -Compose and sing a song about God	How do you conserve the environment at home?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 37-40	Written Quizzes Checklists, Oral questions	
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2	The Bible	Functions of the Bible; Importance of the Bible in the society today	By the end of the lesson, the learner should be able to: Brainstorm how the Bible is used in different occasions and places. Read 2 Timothy 3: 16-17, Hebrew 4:12 Discuss the importance of the Bible in the society today. Discuss how the Bible is used in spreading the Word of God. Appreciate the importance of the Bible in the society today.	Individually, in pairs or in groups, learners are guided to: - Brainstorm how the Bible is used in different occasions and places. -Read 2 Timothy 3: 16-17, Hebrew 4:12 -Discuss the importance of the Bible in the society today. - Discuss how the Bible is used in spreading the Word of God.	What is the importance of the Bible in the society today?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 41-43	Written Quizzes Checklists, Oral questions	
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4	The Bible	The role of the Bible in holistic growth	By the end of the lesson, the learner should be able to: State the role of the Bible in holistic growth. Sing the song in learner	Individually, in pairs or in groups, learners are guided to: - State the role of the Bible in holistic growth. -Sing the song in learner	What is the role of the Bible in holistic growth?	Good News Bible Digital devices Charts KLB: Top Scholar; C.R.E page 43-44	Written Quizzes Checklists, Oral questions	

12	1	The Bible	Ways in which God Word inspires different services among Christians today,	By the end of the lesson, the learner should be able to: Discuss different types of services Christians engage in their local community in service to God and humanity. Search the word puzzle and identify the values acquired by learning about functions of the Bible. Appreciate the ways in which God Word inspires different services among Christians today,	Individually, in pairs or in groups, learners are guided to: - Discuss different types of services Christians engage in their local community in service to God and humanity. -Identify the ways in which God	Which values can we acquire by learning about the functions of the Bible?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 45-48	Written Quizzes Checklists, Oral questions	
	2	The Bible	The two divisions of the Bible; Importance of the two divisions of the Bible to Christians	By the end of the lesson, the learner should be able to: Discuss the two major divisions of the Bible. Discuss why it is important to know the books of the Bible. Appreciate the importance of the two divisions of the Bible to Christians	Individually, in pairs or in groups, learners are guided to: Identify the books of the Bible from flashcards and arrange the books of the Bible in order. - Discuss the two major divisions of the Bible. -Discuss why it is important to know the books of the Bible.	What is the importance of the two divisions of the Bible to Christians?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 48-49	Written Quizzes Checklists, Oral questions	
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	4	The Bible	Classification of the books of the Old and New Testament	By the end of the lesson, the learner should be able to: Identify the books of the Old and New Testament. Draw, colour and label the different sections of books in the library. Design a bookmark on the books of the Bible. Appreciate the books of the Old and New Testament.	Individually, in pairs or in groups, learners are guided to: - Identify the books of the Old and New Testament. -Draw, colour and label the different sections of books in the library. -Design a bookmark on the books of the Bible.	Which are the main groups of the Old Testament books? What are the group of the New Testament books?	Good News Bible Flash cards Pictures Songs Digital devices Charts KLB: Top Scholar; C.R.E page 48-49	Written Quizzes Checklists, Oral questions	
13	ENDTERM ASSESSMENT								