WEEK 1: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CRE |  |  |  |

**Strand:** THE BIBLE

**Sub Strand:** God heals us

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

1. Appreciate God as the healer of all diseases.

2. Role play the story of the healing of Naaman.

3. Name the person who heals us when we are sick.

**Key Inquiry Question:**

- Who heals you when you are sick?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration**
* **Imagination and creativity**
 | * **Respect**
 | **Health education** |

**Learning Resources:**

1. Good News Bible

2. Mirrors or other reflective surfaces

3. A chart showing different people being treated in the hospital

4. Oxford: Growing in Christ Learner's Book 3 pages 36-37

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:**

- Introduce the story of Naaman in 2 Kings 5:1-14 to the learners.

- Discuss the background of Naaman and his illness.

**Step 2:**

- In groups, have learners list the instructions given to Naaman by the prophet Elisha.

- Discuss the importance of following instructions.

**Step 3:**

- Show a video clip of Naaman's healing to enhance understanding and engagement.

- Discuss the miraculous healing and the role of faith in it.

**Step 4:**

- Engage learners in a role-play activity where they act out the story of Naaman's healing.

- Encourage them to reflect on the role of God as the ultimate healer.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity to reinforce the main topics.

- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Suggest having learners create artwork or posters depicting the story of Naaman's healing to reinforce understanding.

- Encourage learners to reflect on a time when they or someone they know was healed and consider the role of faith and God in the healing process.

**Teacher Self-Evaluation:**

WEEK 1: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** THE BIBLE

**Sub Strand:** The story of the three Hebrew men

**Specific Learning Outcomes:**

- By the end of the lesson, the learners should be able to narrate the story of the three Hebrew men, strengthen their relationship with God, and appreciate the saving power of God.

**Key Inquiry Question(s):**

- What happened to the three Hebrew men?

- Who rescued the three Hebrew men from the fire?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital Literacy**
* **Imagination and creativity**
 | * **Responsibility**
 | **Human Rights and Responsibilities** |

**Learning Resources:**

- Good news bible Laptop, projector

- Video of the story

- Oxford; Growing in Christ Grade 3 Learner’s Book 3-page 38-39

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson and check understanding.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the Three Hebrew Men

- Read Daniel 3:15-16, 18, 23-30 with the learners.

- Discuss the characters and setting of the story.

**Step 2:** Watch the Video

- Show the video of the story to visually engage the learners.

- Encourage active listening and observation of the key events.

**Step 3:** Understand the Conflict

- Discuss why the three Hebrew men were thrown into the fire.

- Explore the themes of faith, courage, and God's protection in the face of adversity.

**Step 4:** Reflect and Discuss

- Engage learners in a reflection on the story.

- Discuss the significance of trusting in God and the lessons learned from the three Hebrew men's experience.

**Conclusion (5 minutes):**

- Summarize key points covered in the lesson.

- Conduct a brief interactive activity to reinforce learning, such as a short quiz or discussion.

- Preview the next lesson's topics or questions for further consideration.

**Extended Activities:**

- Encourage learners to create artwork depicting scenes from the story.

- Ask them to write a short reflection on situations where they can trust in God like the three Hebrew men did.

**Teacher Self-Evaluation:**

WEEK 1: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** The Bible

**Sub Strand:** The story of the three Hebrew men

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to narrate the story of the three Hebrew men, strengthen their relationship with God, and appreciate the saving power of God.

**Key Inquiry Question(s):**

- What happened to the three Hebrew men?

- Who rescued the three Hebrew men from the fire?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital Literacy**
* **Imagination and creativity**
 | * **Responsibility**
 | **Human Rights and Responsibilities** |

**Learning Resources:**

- Good News Bible

- Laptop, projector

- Video of the story

- Oxford Growing in Christ Grade 3 Learner’s Book, page 38-39

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes)**

**- Step 1:** Introduce the context of the story and have learners read Daniel 3:15-16, 18, 23-30.

**- Step 2:** Watch a video depicting the story of the three Hebrew men.

**- Step 3:** Discuss why the three Hebrew men were thrown into the fire and the saving power of God.

**- Step 4:** Guide learners in reflecting on how they can strengthen their relationship with God in difficult situations.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity to reinforce the main topics.

- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Have students create a skit or draw a comic strip retelling the story of the three Hebrew men.

- Ask students to write a short reflection on a time when they felt God's saving power in their own lives.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 1

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**Strand:** The Bible

**Sub Strand:** The story of the three Hebrew men

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to trust God to cope with daily challenges.

- Define the term "trust."

- Appreciate the story of the three Hebrew men through role play.

**Key Inquiry Question(s):**

- Why should I trust God?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital Literacy**
* **Imagination and creativity**
 | * **Responsibility**
 | **Human Rights and Responsibilities** |

**Learning Resources:**

- Good news bible Flash cards with situations that require assertiveness, and others requiring trust and faith in God.

- Oxford; Growing in Christ Grade 3 Learner’s Book 3 page 40-41

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes)**

**- Step 1:** Introduce the key inquiry question, "Why should I trust God?" Ask students to express their thoughts on trust and faith in God.

**- Step 2:** Within small groups, students will read Daniel 3:15-16, 18, 23-30, focusing on the story of the three Hebrew men and discussing why they were thrown into the fire.

**- Step 3:** Watch a video adaptation of the story.

**- Step 4:** Facilitate a group discussion on why the three Hebrew men were cast into the fire and what this story can teach us about trusting God.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity such as asking students to create a short skit based on trusting God in difficult situations.

- Preview the upcoming session or ask thought-provoking questions related to the topic.

**Extended Activities:**

- Encourage students to write a reflection on a time when they had to trust God or someone in a challenging situation.

- Invite students to create artwork depicting scenes from the story of the three Hebrew men, focusing on themes of faith and trust in God.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 2

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**Strand:** The Bible

**Sub Strand:** The story of the three Hebrew men

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to trust God to cope with daily challenges.

- Define the term trust.

- Appreciate the story of the three Hebrew men through role play.

**Key Inquiry Question(s):**

- Why should I trust God?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital Literacy**
* **Imagination and creativity**
 | * **Responsibility**
 | **Human Rights and Responsibilities** |

**Learning Resources:**

- Good news bible Flash cards with situations that require assertiveness, and others requiring trust and faith in God.

- Oxford; Growing in Christ Grade 3 Learner’s Book 3 page 40-41

**Organisation of Learning:**

**Introduction (5 minutes)**

- Welcome the students and review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes)**

**- Step 1:** Introduce the story of the three Hebrew men from Daniel 3:15-16, 18, 23-30.

**- Step 2:** Watch a video on the story to engage visual learners and enhance understanding.

**- Step 3:** Discuss why the three Hebrew men were thrown into the fire and explore the concept of trusting God in difficult situations.

**- Step 4:** Conduct a role-playing activity where students act out scenes from the story to deepen their understanding of trusting God in challenging circumstances.

**Conclusion (5 minutes)**

- Recap the key points discussed during the lesson.

- Engage students in a brief interactive activity to reinforce the importance of trusting God.

- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to create their own flashcards with situations that require trust in God and share them with the class.

- Assign a creative writing task where students imagine a challenging situation and how they would trust God to overcome it.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 3

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**Strand:** The Bible

**Sub Strand:** Elisha and the Boys

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to explain the story of Elisha and the boys and relate it to their day-to-day lives. State reasons why Elisha was annoyed with the boys and develop curiosity in explaining the story of Elisha and the boys.

**Key Inquiry Question(s):**

- Why was Elisha annoyed with the boys? What did Elisha say to the boys?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Imagination and creativity**
 | * **Respect**
 | **Social Cohesion** |

**Learning Resources:**

- Good News Bible

- Props and costumes for role-playing

- Oxford Growing in Christ Grade 3 Learner’s Book 3 page 42-43

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson briefly.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Elisha and the story of the boys

- Introduce the story of Elisha and the boys.

- Discuss the setting and characters involved.

**Step 2:** Understanding Elisha's annoyance

- Explore reasons why Elisha was annoyed with the boys.

- Discuss why it is important to be respectful and kind to others.

**Step 3:** Narration and role-playing

- Have learners narrate the story of Elisha and the boys in their own words.

- Engage students in role-playing different characters from the story.

**Step 4:** Relating the story to daily life

- Encourage students to relate the story of Elisha and the boys to their own experiences.

- Discuss ways they can avoid behavior that might annoy others.

**Conclusion (5 minutes)**

- Recap key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity, such as a quiz or discussion, to reinforce the main topics.

- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Create a simple skit based on the story of Elisha and the boys to perform for the class.

- Have students write a short reflection on a time when they felt annoyed and how they could have handled the situation differently.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 1

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**Strand:** The early life of Jesus Christ

**Sub Strand:** The wise men are guided by a star

**Learning Outcomes:**

By the end of the lesson, students will be able to:

1. Read and understand the Bible passage Matthew 2:1-2.

2. Draw and color representations of the four stars.

3. Act out the story of the wise men.

4. Enjoy and have fun while engaging with the story.

**Key Inquiry Question:**

- What guided the wise men?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration**
* **Digital Literacy**
 | * **Unity**
 | **Social Cohesion** |

**Learning Resources:**

- Good News Bible

- Children’s Bible

- Bible story books

- Hymn books

- Oxford Growing in Christ Learner’s Book Grade 3 pg. 48

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson briefly.

- Engage students in a discussion about the wise men and their journey.

- Introduce the key inquiry question: What guided the wise men?

**Lesson Development (20 minutes):**

**Step 1:** Reading and Understanding

- In groups, students will read aloud and discuss the Bible passage Matthew 2:1-2.

- Encourage students to identify key details in the text that answer the key inquiry question.

**Step 2:** Drawing and Coloring

- Provide students with materials to draw and color representations of the four stars mentioned in the story.

- Emphasize creativity and attention to detail.

**Step 3:** Acting Out the Story

- Divide students into small groups and assign roles from the story of the wise men.

- Allow students to rehearse and act out the story, incorporating their own interpretations.

**Conclusion (5 minutes):**

- Recap the key points discussed during the lesson.

- Engage students in a brief interactive activity related to the wise men and the guiding star.

- Provide a preview of upcoming topics in the next session.

**Extended Activities:**

- Encourage students to write a short reflection on what they learned about the wise men and the guiding star.

- Create a craft activity where students can make their own guiding stars using paper and glitter.

- Invite students to share the story of the wise men with their family or friends and discuss its significance.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** The early life of Jesus Christ

**Sub Strand:** The wise men are guided by a star

**Specific Learning Outcomes:**

- Explain the desire to be led by God in their daily lives.

- Watch a video clip on the wise men from the East.

- Role play the story of the wise men.

- Have a desire to be led by God in their daily lives.

**Key Inquiry Question(s):**

- What guided the wise men?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration**
* **Digital Literacy**
 | * **Unity**
 | **Social Cohesion** |

**Learning Resources:**

- Good news Bible

- Children’s Bible

- Bible story books

- Pictures

- Charts

- Photographs

- Hymn books

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 47-48

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes)**

**Step 1:**

- Discuss with students the concept of being led by God in their daily lives. Why is it important? Encourage them to share their thoughts and experiences.

**Step 2:**

- Watch a video clip on the wise men from the East. After watching, ask students to share what they observed and learned from the video.

**Step 3:**

- Divide students into small groups and have them role play the story of the wise men. Each group can take on different roles and act out the journey of the wise men following the star.

**Step 4:**

- Reflect on the role play activity. Discuss how the wise men were guided by the star and relate it to the concept of being guided by God in our own lives.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity to reinforce the main topics, such as a short quiz or asking students to share their reflections.

- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Encourage students to create their own artwork depicting the wise men following the star.

- Have students write a short reflection on a time when they felt guided by God in their lives.

- Assign a creative writing task where students imagine themselves as one of the wise men and write a diary entry about their journey.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 3

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**Strand:** The early life of Jesus Christ

**Sub Strand:** The wise men are guided by a star

**Specific Learning Outcomes:**

- Explain the desire to be led by God in their daily lives.

- Watch a video clip on the wise men from the East.

- Role play the story of the wise men.

- Have a desire to be led by God in their daily lives.

**Key Inquiry Question(s):**

- What guided the wise men?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration**
* **Digital Literacy**
 | * **Unity**
 | **Social Cohesion** |

**Learning Resources:**

- Good news Bible

- Children’s Bible

- Bible story books

- Pictures

- Charts

- Photographs

- Hymn books

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 47-48

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes)**

**Step 1:**

- Discuss with students the concept of being led by God in their daily lives. Why is it important? Encourage them to share their thoughts and experiences.

**Step 2:**

- Watch a video clip on the wise men from the East. After watching, ask students to share what they observed and learned from the video.

**Step 3:**

- Divide students into small groups and have them role play the story of the wise men. Each group can take on different roles and act out the journey of the wise men following the star.

**Step 4:**

- Reflect on the role play activity. Discuss how the wise men were guided by the star and relate it to the concept of being guided by God in our own lives.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity to reinforce the main topics, such as a short quiz or asking students to share their reflections.

- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Encourage students to create their own artwork depicting the wise men following the star.

- Have students write a short reflection on a time when they felt guided by God in their lives.

- Assign a creative writing task where students imagine themselves as one of the wise men and write a diary entry about their journey.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 1

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**Strand:** The early life of Jesus Christ

**Sub Strand:** The home town of Jesus Christ

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

- Mention where they come from and say what they like about their home town.

- Read the story of Jane in the learner’s book.

- Draw their home.

- Appreciate the importance of their home town.

**Key Inquiry Question(s):**

- Where do you come from?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration**
* **Digital Literacy**
 | * **Unity**
 | **Social Cohesion** |

**Learning Resources:**

- Good News Bible

- Children’s Bible

- Bible story books

- Photographs

- Hymn books

- Oxford: Growing in Christ Learner’s Book Grade 3 pg. 49

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Where Do You Come From?

- Engage learners in a discussion about their home towns.

- Have learners share what they like about their home towns.

- Encourage empathy by considering how Jesus felt about his home town.

**Step 2:** Reading the Story of Jane

- Introduce the story of Jane from the learner’s book.

- Have students read the story aloud or in pairs/groups.

- Discuss the key points and lessons learned from Jane’s story.

**Step 3:** Drawing Their Home

- Provide each learner with paper and drawing materials.

- Instruct students to draw a picture of their home or hometown.

- Encourage creativity and details in their drawings.

**Step 4:** Appreciating the Importance of Home Town

- Facilitate a discussion on the significance of home towns.

- Encourage students to express why they appreciate their home towns.

- Emphasize the importance of feeling connected to one's roots.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity where learners share their drawings and discuss their home towns.

- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to write a short paragraph describing their home town and what they like most about it.

- Ask students to research and share a historical fact or landmark of their home town with the class.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 2

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**Strand:** The Early Life of Jesus Christ

**Sub Strand:** The Home Town of Jesus Christ

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: Read the Bible (Luke 2:39-40), compose a poem about the home town of Jesus Christ, and appreciate the home town of Jesus Christ.

**Key Inquiry Question:**

- In which town did Jesus grow up?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration**
* **Digital Literacy**
 | * **Unity**
 | **Social Cohesion** |

**Learning Resources:**

- Good News Bible

- Bible story books

- Hymn books

- Oxford Growing in Christ Learner’s Book Grade 3 pg. 50

**Lesson Plan:**

**Introduction (5 minutes):**

- Review the previous lesson on the early life of Jesus Christ.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Read the Bible (Luke 2:39-40)

- Provide learners with copies of the Bible passage Luke 2:39-40.

- Encourage them to read the passage individually or in pairs.

- Facilitate a discussion on the significance of these verses in understanding Jesus' early life.

**Step 2:** Compose a Poem about the Home Town of Jesus Christ

- Discuss with students the characteristics of a poem.

- Guide them to brainstorm ideas about what Jesus' home town might have been like.

- Encourage learners to use their imagination and creativity to compose a poem about the home town of Jesus Christ.

**Step 3:** Appreciate the Home Town of Jesus Christ

- Facilitate a group sharing session where students can recite their poems.

- Discuss the emotions and thoughts that arise from imagining Jesus' home town.

- Encourage learners to appreciate the significance of Jesus' upbringing in a specific town.

**Conclusion (5 minutes):**

- Summarize key points learned during the lesson, focusing on the importance of understanding Jesus' early life.

- Conduct a brief interactive activity where students share their favorite lines from their poems.

- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to create artwork depicting Jesus' home town.

- Assign a reflective writing activity where learners express how learning about Jesus' early life has impacted them.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 3

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**Strand:** The Early Life of Jesus Christ

**Sub Strand:** The Home Town of Jesus Christ

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

1. Name the home town of Jesus Christ.

2. Fill in the gaps to write a poem about their hometown.

3. Appreciate their hometown.

**Key Inquiry Question(s):**

- Where did you grow up?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration**
* **Digital Literacy**
 | * **Unity**
 | **Social Cohesion** |

**Learning Resources:**

- Good news Bible

- Bible story books

- Hymn books

- Oxford: Growing in Christ Learner’s Book Grade 3 pg. 50

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes)**

**1. Step 1:** Name the Home Town of Jesus Christ

- Introduce the concept of Jesus' home town.

- Discuss and explore with the learners where Jesus grew up according to the Bible.

- Encourage learners to share any prior knowledge they may have.

- Use visual aids and resources to enhance understanding.

**2. Step 2:** Writing a Poem about Their Hometown

- Discuss what makes a home town special.

- Guide learners to fill in the gaps provided to write a poem about their own hometown.

- Encourage creativity and self-expression through the writing activity.

- Peer review and share poems to foster a sense of community.

**3. Step 3:** Appreciating Their Hometown

- Facilitate a discussion on the importance of appreciating and valuing one's own hometown.

- Encourage learners to share positive aspects of their hometown and why they appreciate it.

- Relate this appreciation to the concept of Jesus' connection to his home town.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity to reinforce the main topics, such as reciting their hometown poems.

- Provide a preview of upcoming topics or questions to consider for the next lesson.

**Extended Activities:**

- Encourage learners to create artwork or a collage depicting their hometown.

- Invite learners to share their poems with the class or in a small group setting.

- Conduct a virtual tour or presentation of different hometowns within the class.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** The early life of Jesus Christ

**Sub Strand:** The Good Samaritan

**Specific Learning Outcomes:**

- Define a neighbor

- Read the Bible; Luke 10: 30-37

- Narrate the story of the Good Samaritan and relate it to their daily lives

- Develop a desire to help people in need

**Key Inquiry Question(s):**

- What did the Good Samaritan do?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Digital Literacy**
 | * **Love**
* **Social Justice**
 | **Health Education** |

**Learning Resources:**

- Good news Bible

- Children’s Bible

- Bible story books

- Hymn books

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 51-52

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts

**Lesson Development (20 minutes):**

**Step 1:** Define a Neighbor

- Engage the students in a discussion about who they consider as their neighbors in school, neighborhood, and community.

- Have students share their ideas and opinions on what being a good neighbor entails.

**Step 2:** Read and Reflect on Luke 10: 30-37

- Introduce the passage from the Bible and have students read it aloud.

- Discuss the main points of the passage and the parable of the Good Samaritan.

- Help students identify the key lessons and messages conveyed in the story.

**Step 3:** Narrate the Story of the Good Samaritan

- Have students work in pairs to narrate the story of the Good Samaritan in their own words.

- Encourage them to discuss how they can apply the story to their own lives and interactions with others.

**Step 4:** Relate to Daily Lives

- Facilitate a class discussion on how students can show kindness and help others in need like the Good Samaritan.

- Encourage them to share examples of situations where they can be good neighbors and help those around them.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity like a role-play or drawing activity to reinforce the main topics.

- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to act out the story of the Good Samaritan in a play or skit.

- Have students write a short reflection on a time when they helped someone in need or when someone helped them.

- Create a classroom bulletin board display showcasing acts of kindness and good neighborliness observed by students.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 2

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**Strand:** The early life of Jesus Christ

**Sub Strand:** The Good Samaritan

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

- Identify the qualities of a good Samaritan.

- Sing a song about the Good Samaritan.

- Have fun and enjoy dancing to the song

**Key Inquiry Question:**

- What are the qualities of a good Samaritan?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Digital Literacy**
 | * **Love**
* **Social Justice**
 | **Health Education** |

**Learning Resources:**

- Good news Bible

- Children’s Bible

- Bible story books

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 52

**Organization of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on the early life of Jesus Christ.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes)**

**Step 1:** Qualities of a Good Samaritan

- Introduce the concept of a Good Samaritan.

- Discuss with the students the qualities that make a person a good Samaritan.

- Engage in a group discussion to brainstorm and list these qualities.

**Step 2:** Story of the Good Samaritan

- Read and discuss the story of the Good Samaritan from the selected resources.

- Emphasize the actions and attitudes of the Good Samaritan that demonstrate his qualities.

- Encourage students to reflect on how they can apply these qualities in their own lives.

**Step 3:** Singing and Dancing

- Teach the students a song about the Good Samaritan.

- Practice singing the song together as a class.

- Incorporate movement and dancing to make the learning experience interactive and engaging.

**Step 4:** Creative Expression

- Ask students to express their understanding of the Good Samaritan story through drawings, role-plays, or skits.

- Allow students to showcase their creativity and understanding of the lesson.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson.

- Conduct a brief interactive activity, such as a recap quiz or a sharing session on the qualities of a good Samaritan.

- Provide a preview of upcoming topics or questions for reflection to prepare students for the next session.

**Extended Activities:**

- Encourage students to create their own Good Samaritan story incorporating the qualities discussed.

- Invite students to research and share stories of modern-day Good Samaritans in their community or around the world.

- Organize a community service project where students can practice being good Samaritans by helping others in need.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 3

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**Strand:** The early life of Jesus Christ

**Sub Strand:** The Good Samaritan

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

- List qualities of the Good Samaritan

- Act out the story of the Good Samaritan

- Have fun and enjoy acting out the story of the Good Samaritan

**Key Inquiry Question:**

- What shows the Good Samaritan was a good neighbor?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Digital Literacy**
 | * **Love**
* **Social Justice**
 | **Health Education** |

**Learning Resources:**

- Good news Bible

- Children’s Bible

- Bible story books

- Oxford Growing in Christ Learner’s Book Grade 3 pg. 52

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**- Step 1:** Introduce the story of the Good Samaritan from the selected resources.

**- Step 2:** Discuss the qualities exhibited by the Good Samaritan as a good neighbor. Guide students to list these qualities.

**- Step 3:** Divide the learners into groups and assign roles to act out the story of the Good Samaritan, ensuring each student has a part to play.

**- Step 4:** Allow each group to perform their skit based on the story. Encourage creativity and expression in their acting.

**Conclusion (5 minutes):**

- Summarize the key points and learning objectives achieved during the lesson about the Good Samaritan.

- Conduct a brief interactive activity where students share what they learned or enjoyed about the lesson.

- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to create their own modern-day versions of the Good Samaritan story in a short skit or written form.

- Discuss with students real-life situations where they can apply the concept of being a good neighbor and showing kindness to others.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 1

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**Strand:** The Early Life of Jesus Christ

**Sub-Strand:** Helping People in Need

**Objective:**

By the end of the lesson, students will be able to identify ways to be a good neighbor, study pictures, and read stories from the Bible to understand the importance of helping people in need.

**Key Inquiry Question:**

- How can we be good neighbors?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Digital Literacy**
 | * **Love**
* **Social Justice**
 | **Health Education** |

**Materials:**

- Good News Bible

- Bible story books

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 52-53

**Lesson Plan:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing the previous lesson to refresh students’ memories.

- Use the Key Inquiry Question to prompt discussion on the topic of being good neighbors.

- Guide students to read and discuss relevant content from the learning resources to set the stage for the lesson.

**Lesson Development (20 minutes)**

**Step 1:** Introduce the concept of being a good neighbor and discuss why it is important.

**Step 2:** Engage students in identifying specific ways to be a good neighbor, such as helping others, being kind, and showing empathy.

**Step 3:** Have students study pictures and read the story on learner’s book related to helping people in need, facilitating discussions about the actions taken by Jesus and his followers to help others.

**Step 4:** Encourage students to reflect on their own experiences of helping others and share their thoughts with the class.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, reinforcing the importance of being a good neighbor and helping those in need.

- Conduct a brief interactive activity, such as a role-playing scenario, to encourage students to practice what they have learned.

- Provide a preview of the upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Students can create posters illustrating ways to be a good neighbor and helping those in need.

- Role-play scenarios where students act out situations where they can demonstrate being a good neighbor.

- Encourage students to carry out acts of kindness in their daily lives and share their experiences in the next class.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** The early life of Jesus Christ

**Sub Strand:** Helping people in need

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

- Watch a video on the story of the Good Samaritan.

- Explain how to help people in need.

- Appreciate the acts of the Good Samaritan by being kind to people in need.

**Key Inquiry Question(s):**

- In which ways can we be good neighbors?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Digital Literacy**
 | * **Love**
* **Social Justice**
 | **Health Education** |

**Learning Resources:**

- Good news Bible

- Children’s Bible

- Bible story books

- Pictures

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 53

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding key concepts.

**Lesson Development (20 minutes)**

**- Step 1:** Introduce the concept of the Good Samaritan and discuss the importance of helping those in need.

- Step 2: Watch a video on the story of the Good Samaritan and encourage learners to identify the acts of kindness shown.

**- Step 3:** In pairs or small groups, have learners discuss and brainstorm ways in which they can help people in need in their own lives.

**- Step 4:** Have each group present their ideas and create a class list of actionable ways to be good neighbors.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity where learners act out scenarios of helping someone in need.

- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage learners to create their own short stories or drawings depicting acts of kindness towards others.

- Initiate a classroom project where students can collect donations or organize a charity event to help those in need in their community.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 3

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**Strand:** The early life of Jesus Christ

**Sub Strand:** The little boy with five loaves of bread and two fish

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

- Read the Bible; John 6:1-11

- Narrate the story of the little boy with five loaves of two fish.

- Appreciate the story of the little boy who shared.

**Key Inquiry Question(s):**

- Where did Jesus Christ get food to feed the people?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Citizenship**
 | * **Unity**
 | **Environmental Awareness** |

**Learning Resources:**

- Good news Bible

- Children’s Bible

- Bible story books

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 54-55

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes)**

- Based on learning experience, learners are guided individually, in pairs, or in groups through the following steps:

**Step 1:**

- Introduce the Bible passage John 6:1-11 to the students.

- Discuss the setting of the story and introduce the little boy with five loaves of bread and two fish.

**Step 2:**

- Encourage students to read the passage either individually or in pairs.

- Discuss the main events in the story, focusing on how the little boy shared his food with Jesus.

**Step 3:**

- Ask students to narrate the story of the little boy with five loaves of two fish in their own words.

- Discuss the significance of sharing and generosity demonstrated by the little boy.

**Step 4:**

- Engage students in a reflective discussion on how they can apply the lesson of sharing in their own lives.

- Encourage students to share personal experiences of kindness and generosity.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity where students can act out the story or create drawings related to the lesson.

- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to create a short skit or play based on the story of the little boy with five loaves and two fish to perform for the class.

- Have students write a reflection on a time when they shared something with others and how it made them feel.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** The Early Life of Jesus Christ

**Sub Strand:** The Little Boy with Five Loaves of Bread and Two Fish

**Specific Learning Outcomes:**

- Explain the miracle of the five loaves and two fish.

- Draw and color the boy with the five loaves of bread and two fish.

- Appreciate the importance of sharing.

**Key Inquiry Question:**

- What is the importance of sharing?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Citizenship**
 | * **Unity**
 | **Environmental Awareness** |

**Learning Resources:**

- Good News Bible

- Children’s Bible

- Bible story books

- Pictures from Oxford; Growing in Christ Learner’s Book Grade 3 pg. 55

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson content related to the life of Jesus Christ.

- Encourage students to read and discuss relevant content from the provided learning resources.

**Lesson Development (20 minutes)**

**- Step 1:** Introduce the story of the little boy with five loaves and two fish. Have students explain the miracle of how Jesus fed the crowd with these provisions.

**- Step 2:** Guide students in drawing and coloring the boy with the five loaves of bread and two fish using the learning resources for reference.

**- Step 3:** Discuss the concept of sharing and why it is important, encouraging students to reflect on the lesson's message.

**- Step 4:** Engage students in a group discussion to share their understanding of the miracle and the importance of sharing.

**Conclusion (5 minutes)**

- Summarize the key points learned during the lesson, emphasizing the miracle and the value of sharing.

- Conduct a short interactive activity to reinforce the importance of sharing and its relation to the story.

- Provide a preview of upcoming topics or questions to consider for the next lesson.

**Extended Activities:**

- Encourage students to share a personal experience related to sharing and its impact.

- Have students create a poster illustrating the lesson's message on sharing to display in the classroom.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** The early life of Jesus Christ

**Sub Strand:** The little boy with five loaves of bread and two fish

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

- Watch a video of the little boy with five loaves and two fish.

- Act out the story of the boy with five loaves of bread and two fish.

- Have fun and enjoy acting out the story.

**Key Inquiry Question(s):**

- What have you learnt from the video?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Citizenship**
 | * **Unity**
 | **Environmental Awareness** |

**Learning Resources:**

- Good news Bible

- Children’s Bible

- Bible story books

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 54-55

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the Story

- Start the lesson by introducing the story of the little boy with five loaves and two fish. Provide background information on the setting and the main characters.

**Step 2:** Watch the Video

- Show the video depicting the story of the little boy with five loaves and two fish. Encourage active engagement and discussion during and after the video.

**Step 3:** Act Out the Story

- Divide the learners into small groups and assign roles for them to act out the story of the boy with five loaves of bread and two fish. Encourage creativity and enthusiasm in their performances.

**Step 4:** Reflection and Discussion

- Facilitate a discussion on the key lessons learned from the video and the role-playing activity. Ask learners to share their reflections on the story and its significance.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity to reinforce the main topics, such as a quiz or a memory game.

- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Encourage learners to create their own short skit or artwork based on the story of the little boy with five loaves and two fish. This activity can help deepen their understanding and creativity.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 3

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**Strand:** The early life of Jesus Christ

**Sub-Strand:** Keeping the environment clean

**Learning Outcomes:**

- Read the Bible; John 6:12-14

- State the number of baskets that remained after feeding the people and relate it to keeping the environment clean

- Draw and color a picture in the learner’s book

- Appreciate the miracle of the five loaves and two fish by sharing with others

**Key Inquiry Question:**

- How many baskets remained after Jesus fed the people?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Citizenship**
 | * **Unity**
 | **Environmental Awareness** |

**Learning Resources:**

- Good News Bible

- Children’s Bible

- Bible story books

- Pictures

- Charts

- Oxford Growing in Christ Learner’s Book Grade 3 pg. 56

**Lesson Plan:**

**Introduction (5 minutes):**

- Review the previous lesson on the early life of Jesus Christ and discuss key concepts.

- Guide learners to read and discuss relevant content from the learning resources to recall prior knowledge.

**Lesson Development (20 minutes):**

**Step 1:** Reading and Understanding

- Explain the story from John 6:12-14 about the miracle of feeding the people with five loaves and two fish.

- Ask students to read the verses aloud and discuss the significance of the number of baskets that remained.

**Step 2:** Making Connections

- Guide students to relate the concept of cleanliness and conservation to the story of sharing food and resources - how keeping the environment clean is important for everyone.

**Step 3:** Art Activity

- Ask students to draw and color a picture in their learner's book depicting the scene of Jesus feeding the people with the loaves and fish.

**Step 4:** Poster Making Activity

- Divide the class into groups and have them create posters on how to keep the home environment clean. Each group must create a poster detailing steps on how to maintain cleanliness in the home environment.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson - the miracle of sharing and cleanliness.

- Engage students in a brief interactive activity to reinforce the importance of sharing and cleanliness.

- Preview upcoming topics or questions for students to consider in the next session.

**Extended Activities:**

- Encourage students to bring in examples of how they have shared with others or helped keep their environment clean for discussion in the next class.

- Assign a reflective writing task where students can write about a time they shared with others or contributed to keeping their environment clean.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** The early life of Jesus Christ

**Sub Strand:** Keeping the environment clean

**Specific Learning Outcomes:**

1. Identify ways in which one can keep the environment clean.

2. Make a poster about how to keep the home environment clean.

3. Appreciate the importance of keeping the environment clean.

**Key Inquiry Question(s):**

- How do you keep the environment clean?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Citizenship**
 | * **Unity**
 | **Environmental Awareness** |

**Learning Resources:**

- Good news Bible

- Children’s Bible

- Bible story books

- Pictures

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 56

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Discuss Ways to Keep the Environment

- Show pictures or read relevant passages from the Bible or storybooks about cleanliness and environmental stewardship.

- Facilitate a discussion on different ways to keep the environment clean, such as picking up litter, recycling, conserving water, and planting trees.

**Step 2:** Poster Making Activity

- Provide materials like paper, colors, markers, and stickers for learners to create posters about keeping the home environment clean.

- Encourage them to include visual representations and key messages on their posters.

**Step 3:** Group Sharing and Reflection

- Have students present their posters to the class and explain the ideas and messages depicted.

- Facilitate a reflection session where students discuss what they learned from creating the posters and how they can apply these ideas in their daily lives.

**Step 4:** Appreciation of Importance

- Discuss the importance of keeping the environment clean in relation to caring for God's creation and living in harmony with nature.

- Encourage students to share their thoughts on why cleanliness and environmental stewardship are essential aspects of their faith.

**Conclusion (5 minutes):**

- Summarize key points about keeping the environment clean and the importance of environmental stewardship in the context of faith.

- Conduct a brief interactive activity, such as a quiz or a short discussion, to reinforce the main topics covered in the lesson.

- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to conduct a mini-clean-up activity in their neighborhood or school.

- Assign a take-home project where students can create a personal action plan for staying environmentally friendly in their daily routines.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 2

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**Strand:** The early life of Jesus Christ

**Sub Strand:** Jesus Christ walks on water

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

1. Read the Bible; Matthew 14:22-33

2. Discuss why the disciples were frightened.

3. Appreciate the miracle of Jesus Christ walking on water.

**Key Inquiry Questions:**

- What happens when you try to walk on water?

- Why were the disciples frightened at the sea?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration**
 | * **Unity**
 | **Social Cohesion** |

**Learning Resources:**

- Good news Bible

- Children’s Bible

- Bible story books

- Pictures

- Charts

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 57-58

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson.

- Encourage learners to engage with the provided learning resources to gain context on the topic.

**Lesson Development (20 minutes):**

**Step 1:** Read the Bible; Matthew 14:22-33

- Guide learners to read the scripture individually or in groups.

**Step 2:** Discuss why the disciples were frightened

- Encourage learners to share their thoughts and insights on why the disciples reacted the way they did.

**Step 3:** Explore the miracle of Jesus Christ walking on water

- Provide examples and explanations to help students appreciate the significance of this event.

**Step 4:** Application and reflection

- Facilitate a discussion on the relevance of this miracle in the context of faith and belief.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson.

- Engage students in an interactive activity to reinforce the main concepts.

- Provide a brief overview of the upcoming lessons to pique interest.

**Extended Activities:**

- Encourage students to create their own artwork depicting the scene of Jesus walking on water.

- Have students write a short reflection on a miracle they have experienced or witnessed in their own lives, relating it to the lesson.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 3

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**Strand:** The early life of Jesus Christ

**Sub Strand:** Jesus Christ walks on water

**Specific Learning Outcomes:**

- By the end of the lesson, the learners should be able to read Matthew 14:22-33 from the Bible, describe the miracle of Jesus Christ walking on water, and appreciate Jesus' power in their daily lives to overcome challenges.

**Key Inquiry Question(s):**

- Who walked on water?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration**
 | * **Unity**
 | **Social Cohesion** |

**Learning Resources:**

- Good News Bible

- Children’s Bible

- Bible story books

- Pictures

- Charts

- Photographs

- Hymn books

- Oxford Growing in Christ Learner’s Book Grade 3 pg. 58

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson regarding the early life of Jesus Christ.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**- Step 1:** Introduce the story of Jesus walking on water.

**- Step 2:** Discuss and describe the miracle of Jesus Christ walking on water and have faith in God.

**- Step 3:** Watch a video portrayal of Jesus walking on water.

**- Step 4:** Sing a hymn or song related to the story of Jesus walking on water.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity to reinforce the main topics.

- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage learners to create their own artistic interpretation of Jesus walking on water using art supplies.

- Ask students to write a short reflection on a time when they had to have faith and overcome a challenging situation.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CRE |  |  |  |

**Strand:** The Early Life of Jesus Christ

**Sub Strand:** Jesus Christ Walks on Water

**Specific Learning Outcomes:**

- Give reasons why the disciples were afraid.

- Sing a song on Jesus walking on water.

- Appreciate Jesus’ power in their daily lives to overcome challenges.

**Key Inquiry Question:**

- Why were the disciples afraid?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration**
 | * **Unity**
 | **Social Cohesion** |

**Learning Resources:**

- Good News Bible

- Children’s Bible

- Bible story books

- Oxford Growing in Christ Learner’s Book Grade 3 pg. 58

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on the early life of Jesus Christ.

- Guide learners to read and discuss relevant content from the learning resources to understand key concepts.

**Lesson Development (20 minutes)**

**Step 1:** Understanding Fear

- Discuss with students why the disciples were afraid when they saw Jesus walking on water. Encourage students to think about the storm, the unfamiliarity of the situation, and their own experiences of fear.

**Step 2:** Jesus Walks on Water Song

- Teach students a song about Jesus walking on water. Encourage them to sing along and learn the lyrics to reinforce the story in a memorable way.

**Step 3:** Jesus’ Power in Our Lives

- Discuss with students how Jesus’ power can help them overcome challenges in their own lives. Encourage them to share examples of times when they have faced difficulties and how they can seek strength from their faith.

**Step 4:** Group Activity

- Divide students into small groups and have them create a short skit or drawing depicting the story of Jesus walking on water. Encourage creativity and collaboration among the groups.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, including the reasons for the disciples’ fear, the song about Jesus walking on water, and Jesus’ power in our lives.

- Conduct a brief interactive activity, such as a Q&A session or a quick quiz, to reinforce learning.

- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to create their own retelling of the story of Jesus walking on water through a written or illustrated story.

- Have students research and present different miracles performed by Jesus in the Bible, drawing connections to the theme of overcoming challenges with faith.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 2

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| --- | --- | --- | --- | --- | --- |
| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CRE |  |  |  |

**Strand:** The early life of Jesus Christ

**Sub Strand:** The raising of Jairus’ daughter

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: Read the Bible; Mark 5:35-43, narrate the story of raising Jairus’ daughter, and appreciate the power of Jesus Christ over death.

**Key Inquiry Question:**

- What happened at Jairus’ house?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Digital Literacy**
 | * **Love**
 | **Social Cohesion** |

**Learning Resources:**

- Good News Bible

- Children’s Bible

- Bible story books

- Pictures

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 59-60

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson and connect it to the topic of the day.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts.

**Lesson Development (20 minutes)**

**- Step 1:** Introduce the story of raising Jairus’ daughter. Discuss the context and key characters involved.

**- Step 2:** Read and analyze Mark 5:35-43 as a class.

**- Step 3:** In pairs or groups, narrate the story of raising Jairus’ daughter. Encourage students to express key details and emotions in the story.

**- Step 4:** Discuss the significance of Jesus' power over death and relate it to the Christian faith.

**Conclusion (5 minutes)**

- Summarize key points and reinforce learning objectives.

- Conduct a brief interactive activity, such as a Q&A session or role-play, to engage students and test their understanding.

- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Create a storyboard or comic strip illustrating the story of raising Jairus’ daughter.

- Role-play different characters from the Bible story to deepen empathy and understanding.

- Encourage students to write a reflection on a time they felt Jesus' power in their lives.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** The Early Life of Jesus Christ

**Sub Strand:** The Raising of Jairus’ Daughter

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

1. Watch a video on the raising of Jairus’ daughter.

2. Analyze the miracle of raising Jairus’ daughter and have faith in God.

3. Sing a song related to the raising of Jairus’ daughter.

4. Appreciate the importance of having faith in Jesus Christ.

**Key Inquiry Question(s):**

- Whose daughter did Jesus Christ raise from death?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Digital Literacy**
 | * **Love**
 | **Social Cohesion** |

**Learning Resources:**

- Good News Bible

- Children’s Bible

- Bible story books

- Pictures

- Charts

- Photographs

- Hymn books

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 61-61

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson with the students.

- Guide learners to read and discuss relevant content from the learning resources, focusing on the key concepts.

**Lesson Development (20 minutes)**

**Step 1:** Watching the Video

- Show a video on the raising of Jairus’ daughter, engaging students in discussion about what they saw and understood.

**Step 2:** Analysis and Faith Building

- Discuss the miracle of raising Jairus’ daughter, prompting students to reflect on the role of faith in miracles and in their own lives.

**Step 3:** Singing a Song

- Teach the students a song related to the raising of Jairus’ daughter, encouraging active participation and understanding of the story through music.

**Step 4:** Appreciation of Faith

- Facilitate a discussion on the importance of having faith in Jesus Christ based on the lesson learned, allowing students to express their thoughts and experiences.

**Conclusion (5 minutes)**

- Summarize the key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or discussion.

- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to create their own visual representations of the story using art supplies.

- Have students write a short reflection on a moment when they had to have faith in something or someone.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** The early life of Jesus Christ

**Sub Strand:** Easter - Why Easter is important

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

- Mention the importance of Easter in the life of a Christian.

- Read the Bible; Matthew 28:1-6.

- Role play the resurrection of Jesus.

- Have fun and enjoy acting out the resurrection of Jesus.

**Key Inquiry Question:**

- Why is Easter important to us?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
 | * **Responsibility**
 | **Social Cohesion** |

**Learning Resources:**

- Good news Bible, Children’s Bible, Bible story books, Pictures, Charts, Oxford Growing in Christ Learner’s Book Grade 3 pg. 62-63.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson.

- Introduce the topic of Easter and discuss why it is important to Christians.

- Guide learners to read relevant content from the learning resources to establish prior knowledge.

**Lesson Development (20 minutes):**

**- Step 1:** Importance of Easter in a Christian's life

- Explain the significance of Easter as the celebration of Jesus Christ's resurrection.

- Encourage students to share their understanding of why Easter is important to Christians.

**- Step 2:** Reading the Bible - Matthew 28:1-6

- Introduce the Bible passage and guide students through reading and understanding the verses.

- Discuss the key points and messages conveyed in the selected scripture.

**- Step 3:** Role play the resurrection of Jesus

- Divide students into groups and assign roles to act out the resurrection scene.

- Encourage students to engage creatively and express the events in their own words.

**- Step 4:** Reinforce understanding through discussion and reflection

- Facilitate a discussion on how the role play activity deepened their understanding of the resurrection story.

- Encourage students to reflect on the significance of Jesus' resurrection in their own faith.

**Conclusion (5 minutes):**

- Summarize key learnings about the importance of Easter and the resurrection of Jesus.

- Conduct a brief interactive activity, such as a quiz or group discussion, to reinforce the main concepts.

- Provide a preview of the next session, inviting students to think about upcoming topics and questions to consider.

**Extended Activities:**

- Suggest extended activities like creating Easter-themed artwork, writing reflections on the lessons learned, or researching Easter traditions around the world to deepen understanding and foster creativity.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** The early life of Jesus Christ

**Sub Strand:** Easter - Why Easter is important

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

1. Recite the verse in Matthew 28:6

2. Sing a song about the resurrection of Jesus

3. Appreciate the importance of Easter

**Key Inquiry Question:**

- Why do we celebrate Easter?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
 | * **Responsibility**
 | **Social Cohesion** |

**Learning Resources:**

- Good News Bible

- Children’s Bible

- Bible story books

- Oxford Growing in Christ Learner’s Book Grade 3 pg. 63

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson focusing on the early life of Jesus Christ.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts related to Easter.

**Lesson Development (20 minutes):**

**Step 1:** Recite the verse in Matthew 28:6

- Provide learners with the verse and guide them to practice reciting it individually or in pairs.

- Discuss the meaning behind the verse, emphasizing the significance of Jesus' resurrection.

**Step 2:** Sing a song about the resurrection of Jesus

- Introduce a song about the resurrection of Jesus and practice it together as a class.

- Encourage learners to reflect on the lyrics and message of the song.

**Step 3:** Understanding the importance of Easter

- Facilitate a discussion on why Easter is important in the Christian faith.

- Encourage learners to share their understanding and insights on the significance of Easter.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, including reciting the verse, singing the song, and understanding the importance of Easter.

- Conduct a brief interactive activity such as a quiz or a reflection exercise to reinforce the main topics.

- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Ask learners to create their own Easter-themed artwork or posters depicting the significance of the resurrection of Jesus.

- Encourage learners to write a short paragraph or poem about what Easter means to them personally, relating it back to the lesson content.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 3

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**Strand:** The Early Life of Jesus Christ

**Sub Strand:** Celebrating Easter

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

- List the activities that take place during Easter celebrations.

- Narrate the resurrection of Jesus Christ.

- Appreciate the resurrection of Jesus Christ by taking part in Easter celebrations.

**Key Inquiry Question:**

- Which activities take place during Easter?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
 | * **Responsibility**
 | **Social Cohesion** |

**Learning Resources:**

- Good news Bible

- Children’s Bible

- Bible story books

- Pictures

- Hymn books

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 64-65

**Lesson Plan:**

**Introduction (5 minutes):**

- Review the previous lesson on the early life of Jesus Christ and introduce the topic of celebrating Easter.

- Guide learners to read and discuss relevant content from the provided learning resources to ensure a clear understanding of key concepts.

**Lesson Development (20 minutes):**

**- Step 1:** Introduce the concept of Easter celebrations and discuss with learners the importance of this holiday in Christian faith.

**- Step 2:** In groups or pairs, have learners list and discuss the activities that take place during Easter celebrations using the provided resources.

**- Step 3:** Guide learners to narrate the resurrection of Jesus Christ by reading and discussing the relevant passages from the Bible story books or Children's Bible.

**- Step 4:** Engage students in a reflective discussion on how they can appreciate the resurrection of Jesus Christ by actively participating in Easter celebrations.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, including the activities of Easter and the significance of Jesus' resurrection.

- Conduct a brief interactive activity, such as a quiz or discussion, to reinforce the main topics covered in the lesson.

- Provide a preview of upcoming topics or questions to consider for the next session to keep learners engaged.

**Extended Activities:**

- Encourage learners to create their own Easter cards or artwork depicting the resurrection of Jesus Christ.

- Organize a class Easter celebration where students can participate in traditional Easter activities such as an egg hunt or crafting Easter crafts.

**Teacher Self-Evaluation:**

WEEK 12: LESSON 1

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**Strand:** Christian values

**Sub Strand:** Honesty - The story of Ananias and Sapphira

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

- Read the Bible; Acts 1-11

- Role play the story of Ananias and Sapphira

- Have fun and enjoy role-playing the story of Ananias and Sapphira

**Key Inquiry Question(s):**

- Who are Ananias and Sapphira?

- What did Ananias and Sapphira do?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration**
* **Citizenship**
 | * **Integrity**
 | **Social Cohesion** |

**Learning Resources:**

- Good News Bible

- Children’s Bible

- Bible story books

- Pictures

- Oxford Growing in Christ Learner’s Book Grade 3 pg. 66-67

**Lesson Plan:**

**Introduction (5 minutes):**

- Review the previous lesson briefly.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Ananias and Sapphira

- Introduce the characters Ananias and Sapphira from the Bible story.

- Read and discuss Acts 1-11 to understand the context of the story.

**Step 2:** Understanding the story

- Explain the actions of Ananias and Sapphira and their consequences.

- Encourage open discussion on honesty and its importance in daily life.

**Step 3:** Role-play activity

- Divide learners into groups and assign roles for them to act out the story of Ananias and Sapphira.

- Emphasize the importance of honesty and integrity through the role-play.

**Step 4:** Reflection and Discussion

- Lead a reflection session where learners can share their thoughts on the story and its moral lessons.

- Encourage critical thinking by asking questions related to honesty and trust.

**Conclusion (5 minutes):**

- Summarize key points learned during the lesson.

- Conduct a brief interactive activity such as a group discussion or a quiz to reinforce understanding.

- Preview upcoming topics or questions to spark curiosity for the next session.

**Extended Activities:**

- Encourage learners to create a visual representation of the story using drawings or craft materials.

- Have students write a short reflection on the importance of honesty in their own lives.

**Teacher Self-Evaluation:**

WEEK 12: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** Christian values

**Sub Strand:** Honesty

The story of Ananias and Sapphira

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

- Identify the lessons learned from the story of Ananias and Sapphira.

- Narrate the story of Ananias and Sapphira.

- Appreciate the importance of honesty.

**Key Inquiry Question:**

- What are the lessons learned from the story of Ananias and Sapphira?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration**
* **Citizenship**
 | * **Integrity**
 | **Social Cohesion** |

**Learning Resources:**

- Good news Bible

- Children’s Bible

- Bible story books

- Hymn books

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 67-68

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**- Step 1:** Introduce the story of Ananias and Sapphira to the class.

**- Step 2:** Discuss the key events in the story and the reasons for their actions.

**- Step 3:** Guide students to identify the lessons learned from the story.

**- Step 4:** Have students narrate the story of Ananias and Sapphira in their own words.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity to reinforce the main topics.

- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- 1. Role-Playing: Have students act out scenarios related to honesty and discuss the outcomes.

- 2. Creative Writing: Ask students to write a short story or poem about honesty and share it with the class.

- 3. Art Project: Have students create artwork depicting the story of Ananias and Sapphira or illustrating the importance of honesty.

**Teacher Self-Evaluation:**

WEEK 12: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** Christian values

**Sub Strand:** Giving offering in church

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: Define church offerings. Read the story about Sani and answer the questions that follow. Discuss the importance of church offerings. Appreciate the importance of giving church offerings.

**Key Inquiry Question:**

- What are church offerings?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration**
* **Citizenship**
 | * **Integrity**
 | **Social Cohesion** |

**Learning Resources:**

- Good News Bible

- Children’s Bible

- Bible story books

- Pictures

- Charts

- Hymn books

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 68

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes)**

**Step 1:** Define Church Offerings

- Introduce the concept of church offerings to the students, explaining its significance in the Christian faith.

- Engage students in a discussion to define what church offerings are and why they are important.

**Step 2:** Read the Story about Sani

- Read the story about Sani from the provided resources.

- After reading, ask students comprehension questions to ensure they have understood the story.

**Step 3:** Discuss the Importance of Church Offerings

- Facilitate a group discussion on the importance of giving church offerings.

- Encourage students to share their thoughts and experiences related to church offerings.

**Step 4:** Appreciate the Importance of Giving Church Offerings

- Guide students to reflect on the value of giving church offerings and how it contributes to the church community and the practice of Christian values.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity to reinforce the main topics, such as a short quiz or group discussion.

- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Engage students in a creative activity where they can create artwork or write a short reflection on the importance of giving offerings in church.

- Encourage students to share their reflections with the class or create a display to showcase their work.

**Teacher Self-Evaluation:**

WEEK 13: LESSON 1

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**Strand:** Christian values

**Sub Strand:** Giving offering in church

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

- Read the stories of Kiki, Siri, and Baraka and answer the questions that follow.

- Role play giving offerings in church.

- Sing a song that is sung during offerings in your church.

- Have a desire to give offerings in church.

**Key Inquiry Question(s):**

- Why should you be honest with church offerings?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration**
* **Citizenship**
 | * **Integrity**
 | **Social Cohesion** |

**Learning Resources:**

- Good News Bible

- Children’s Bible

- Bible story books

- Pictures

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 69

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes)**

**- Step 1:**

- Read the stories of Kiki, Siri, and Baraka from the provided resources.

- Discuss the content and ensure comprehension.

**- Step 2:**

- Organize role-play activities where students act out giving offerings in a church setting.

- Emphasize the importance of sincerity and honesty in giving offerings.

**- Step 3:**

- Teach students a song that is traditionally sung during offerings in your church.

- Practice singing the song together as a class.

**- Step 4:**

- Engage students in a discussion about why it is important to have a desire to give offerings in church.

- Encourage students to share their thoughts and reflections on this topic.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity to reinforce the main topics discussed.

- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Maybe ask students to reflect on a time when they experienced the joy of giving, and write a short paragraph about it.

- Encourage students to create artwork or drawings that represent the concept of giving with a joyful heart.

**Teacher Self-Evaluation:**

WEEK 13: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** Christian values

**Sub Strand:** Respecting other people’s items

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to read the story in the learner’s book, role play the story on page 70, and appreciate the importance of respecting other people’s items.

**Key Inquiry Question:**

- What do you do when you have lost an item?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration**
* **Citizenship**
 | * **Integrity**
 | **Social Cohesion** |

**Learning Resources:**

- Good news Bible

- Children’s Bible

- Bible story books

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 70

**Organization of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on Christian values.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts related to respecting other people's items.

**Lesson Development (20 minutes):**

**Step 1:** Story Reading

- Ask students to read the story in the learner’s book that discusses respect for other people's items.

- Encourage them to identify key characters, settings, and events in the story.

**Step 2:** Role Play

- Divide students into small groups and assign roles from the story on page 70.

- Allow each group to perform a role play based on the story, focusing on the importance of respecting other people's items.

**Step 3:** Discussion

- Facilitate a group discussion on the lessons learned from the story and role play.

- Encourage students to share their thoughts on why it is important to respect other people's belongings.

**Step 4:** Reflection

- Have students reflect individually on a time when they either respected or did not respect someone else’s belongings.

- Ask them to write or draw a reflection on how they felt and what they learned from the experience.

**Conclusion (5 minutes):**

- Summarize the key points about respecting other people's items.

- Conduct a brief interactive activity, such as a class discussion or a short quiz, to reinforce the main topics.

- Preview upcoming topics or questions for the next session to prepare learners for future lessons on Christian values.

**Extended Activities:**

- Encourage students to create a classroom poster illustrating ways to respect other people's items.

- Assign a take-home activity where students can write a short story or draw a picture showing the importance of respecting belongings in their daily lives.

**Teacher Self-Evaluation:**

WEEK 13: LESSON 3

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**Strand:** Christian Values

**Sub Strand:** Respecting Other People’s Items

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

- State the importance of respecting other people’s items.

- Sing a song that involves respecting other people.

- Have a desire to respect other people’s items.

**Key Inquiry Question:**

- What do you do when you find lost items?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration**
* **Citizenship**
 | * **Integrity**
 | **Social Cohesion** |

**Learning Resources:**

- Good News Bible

- Children’s Bible

- Bible story books

- Hymn books

- Oxford; Growing in Christ Learner’s Book Grade 3 pg. 71

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on Christian values.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:**

- Introduce the importance of respecting other people's items through examples and real-life scenarios.

- Discuss why it is important to treat others’ belongings with care and respect.

**Step 2:**

- Guide learners to reflect on the Golden Rule (“Do to others as you would have them do to you”) in the context of respecting others' items.

- Engage in a class discussion on how treating others' belongings kindly aligns with Christian values.

**Step 3:**

- Teach a song that emphasizes the theme of respecting other people’s items.

- Practice singing the song together as a class, focusing on the lyrics that promote kindness and respect.

**Step 4:**

- Encourage learners to share their thoughts on how they can demonstrate respect for others’ belongings in their daily lives.

- Discuss strategies and actions that show respect for others’ items, such as asking for permission before borrowing, returning things promptly, and handling items with care.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, emphasizing the importance of respecting others' items.

- Conduct a brief interactive activity where learners act out scenarios demonstrating respect for others’ belongings.

- Provide a preview of upcoming topics or questions to consider in the next lesson.

**Extended Activities:**

- Create a class poster illustrating ways to show respect for other people's items.

- Role-play scenarios where learners demonstrate respectful behavior towards others' belongings.

- Encourage students to write a short reflection on a time when they experienced someone else respecting their belongings and how it made them feel.

**Teacher Self-Evaluation:**