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**WEEK 1: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** Bible story – Balaam’s Donkey

**Specific Learning Outcomes:
- By the end of the lesson, learners should be able to:**

1. State reasons why we should not curse other people.
2. Draw scenarios from the story of Balaam and the donkey using digital devices.
3. Appreciate speaking positively about others.

**Key Inquiry Question(s):**- Why should we not say bad things about other people?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- Bible
- Flashcards
- Pictures
- Drawing materials
- KLB CRE Learner’s Book, Grade 4, Pages 45-46

**Organisation of learning:**

**Introduction (5 minutes):**1. Begin by reviewing the previous lesson to activate prior knowledge.
2. Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts related to the story of Balaam’s Donkey.

**Lesson Development (25 minutes):**

**Step 1:** Reasons not to curse others
- Discuss with the class why it is important not to say bad things about others. Encourage students to share personal experiences or examples.

**Step 2:** Digital drawing activity
- Divide students into pairs or small groups and have them use digital devices to draw scenes from the story of Balaam and the donkey.

**Step 3:** Appreciating positivity
- Introduce the concept of speaking positively about others and how it pleases God. Encourage students to think of ways they can say good things about their peers or family members.

**Step 4:** Singing and observation
- Sing the song 'Trust and Obey' together as a class. Have students fill in an observation schedule to reflect on their learning.

**Conclusion (5 minutes):**

1. Summarize the key points discussed during the lesson, emphasizing the importance of speaking positively about others.
2. Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or discussion.
3. Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to create their own short stories or skits that demonstrate the importance of speaking kind words to others.
- Have students write thank-you notes to someone who has done something kind for them, emphasizing the impact of positive words and actions.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** Bible story – Samson kills a lion
 **Specific Learning Outcomes:
- By the end of the lesson, learners should be able to:**

1. Read Judges 14:5-9 and retell the story of Samson killing a lion in class.
2. Write about the challenges they face and ways to cope with them.
3. Appreciate the lessons learned from the story of Samson killing a lion.

**Key Inquiry Question(s):**- What do you do when faced with a problem?
- How did God help Samson during danger?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- Bible
- Flash cards
- Pictures
- Reciting
- Drawing
- KLB CRE Learner’s Book Grade 4 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 (25 minutes):**

**Step 1:** Reading and Retelling the Story
- Introduce the story of Samson killing a lion from Judges 14:5-9.
- Have learners read the passage individually, in pairs, or in groups.
- Ask students to retell the story in their own words.

**Step 2:** Discussing Lessons Learned

- Facilitate a discussion on the lessons learned from the story.
- Encourage students to identify key themes such as bravery, trust in God, and overcoming challenges.

**Step 3:** Writing About Challenges and Coping Strategies
- Prompt students to write about personal challenges they face and ways to cope with them.
- Encourage creativity and reflection on how the story of Samson can provide inspiration.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity related to the story to reinforce understanding.
- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Create a dramatization of the story of Samson killing a lion.
- Write a modern-day adaptation of the story, incorporating personal challenges and solutions.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** Bible story - Samson kills a lion

**Specific Learning Outcomes:
- By the end of the lesson, the learners should be able to:**

1. Recite the poem "Samson Kills a Lion."
2. Sing the song given for fun and enjoyment.
3. Trust in God to cope with challenges in life.

**Key Inquiry Question:**- What should you do when you are faced with a challenge?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- Bible
- Flashcards
- Pictures
- Reciting
- Drawing
- KLB CRE Learner’s Book Grade 4 Pg. 49-50

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson on the importance of faith in overcoming challenges.
- Guide learners to read and discuss the relevant content from the learning resources, emphasizing the understanding of key concepts.

**Lesson Development (25 minutes):
Step 1:** Recite the Poem
- Provide copies of the poem "Samson Kills a Lion" and guide students to practice reciting it in pairs.

**Step 2:** Compose Own Poem
- Encourage students to work in groups to compose their own poem based on the story of Samson killing a lion. Emphasize creativity and faith themes.

 **Step 3:** Sing the Song
- Introduce a song related to the story for fun and enjoyment. Practice singing it together as a class.

**Step 4:** Create a Lion Model
- Distribute plasticine and guide students to model a lion as a visual representation of the story.

**Conclusion (5 minutes):**

- Recap key points about facing challenges with faith and trust in God.
- Conduct a brief interactive activity where students share what they have learned or create drawings related to the story.
- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Create a short skit or role play based on the story of Samson and the lion.
- Organize a group discussion on different challenges students face and how they can apply lessons from the story to overcome them.
- Write a reflection on personal challenges and strategies for coping with them, incorporating elements of faith.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** Bible Story - Joseph Interprets Dreams
 **Specific Learning Outcomes:
- By the end of the lesson, the learners should be able to:**

1. Read Genesis 41:14-24, Genesis 41:28-30 and retell the story of Joseph interpreting dreams.
2. Discuss the meaning of the dreams.
3. Appreciate the story of Joseph interpreting dreams.

**Key Inquiry Question:**- What dreams did Joseph have?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- Bible
- Flashcards
- Pictures
- Reciting
- Drawing
- KLB CRE Learner’s Book Grade 4 Pg. 50-52

**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 (25 minutes):
Step 1:**- Read the story of Claire and answer the questions that follow.
**Step 2:**- Read Genesis 41:14-24, Genesis 41:28-30 and retell the story of Joseph interpreting dreams.

**Step 3:**- Discuss what the dreams meant.

**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:**

- Create a comic strip of the story of Joseph interpreting dreams.
- Write a short reflection on the importance of interpreting dreams in Joseph's story.
- Create a chart comparing Joseph's interpretations of dreams with the actual events that occurred.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** Bible story: Joseph interprets dreams

**Specific Learning Outcomes:
-By the end of the end of the lesson, the learners should be able to:**

1. Retell the story Joseph interprets the dream.
2.Draw and color a picture of Joseph before Pharaoh.
3.Appreciate the meaning of Pharaoh’s dreams.

**Key Inquiry Question(s):**- What did Pharaoh dream about?
- How many dreams did Pharaoh have?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- Bible
- Flashcards
- Pictures
- Drawing materials
- KLB CRE Learner’s Book Grade 4 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 (25 minutes):
Step 1:** Introduction to the Story
- Introduce the story of Joseph interpreting Pharaoh's dreams.
- Discuss the importance of dreams in biblical stories.
- Encourage students to share any prior knowledge they may have about the story.

**Step 2:** Retelling the Story
- Divide students into small groups.
- Each group will work together to retell the story of Joseph interpreting Pharaoh's dreams using the learning resources provided.
- Encourage creativity and participation from all group members.

**Step 3:** Drawing and Coloring
- Provide students with drawing materials.
- Instruct students to draw and color a picture of Joseph before Pharaoh, based on their understanding of the story.
- Emphasize attention to detail and creativity in their artwork.

**Step 4:** Understanding the Dream
- Facilitate a discussion on the meaning of Pharaoh's dreams.
- Encourage students to think critically and express their interpretations of the dreams.
- Guide students to appreciate the significance of dreams in biblical narratives.

**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 quick reflection on the lesson.
- Preview upcoming topics to generate interest and curiosity among students.

**Extended Activities:**

- Encourage students to explore other stories in the Bible where dreams play a significant role.
- Assign a creative writing task where students imagine themselves interpreting a dream and write about it.
- Organize a class presentation where students can share their drawings and interpretations of biblical dreams with their peers.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** Bible Story - Joseph Interprets Dreams

**Specific Learning Outcomes:
- By the end of the lesson, the learners should be able to:**

1. Talk about the dreams they had and interpret their meanings.
2. Sing the song “What a Powerful God We Serve.”
3. Trust in God and ask Him to give them wisdom in everything they do.

**Key Inquiry Question(s):**- How did Joseph interpret the dreams of the king?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- Bible
- Flashcards
- Pictures
- Drawing materials
- KLB CRE Learner’s Book Grade 4 Pg. 53

**Organisation of Learning:

Introduction (5 minutes):**- Review the previous lesson on Joseph's story.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Dream Interpretation
- Introduce the story of Joseph interpreting dreams for the king.
- Discuss the importance of dreams and interpreting them in biblical context.

**Step 2:** Sharing Dreams
- Encourage students to share any dreams they remember and interpret what they think the dreams mean.
- Discuss the relevance of seeking divine interpretation, like Joseph did.

**Step 3:** Singing "What a Powerful God We Serve"
- Teach students the song and encourage them to sing along.
- Discuss the lyrics and the message of the song in relation to trusting in God's wisdom.

**Step 4:** Trusting in God
- Lead a discussion on how the story of Joseph teaches us to trust in God and seek His wisdom in all situations.
- Encourage students to reflect on ways they can trust God in their daily lives.

**Conclusion (5 minutes):**

- Summarize key points about dream interpretation and trusting in God.
- Conduct a brief interactive activity related to the lesson content to reinforce learning.
- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Invite students to create their own dream interpretation using drawings or writing.
- Organize a role-playing activity where students act out scenes from Joseph's story.
- Encourage students to keep a dream journal and reflect on the potential meanings of their dreams.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** Bible Patriarchs - Abraham

**Specific Learning Outcomes:
- By the end of the lesson, students should be able to:**

1. Read Genesis 12:1-5 and answer related questions.
2. Act out the story of the call of Abraham.
3. Appreciate the story of the call of Abraham.

**Key Inquiry Question:**- How did Abraham show obedience to God?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- Bible
- Flashcards
- Pictures
- Reciting
- Drawing
- KLB CRE Learner’s Book Grade 4 Pg. 53-54

**Organization of Learning:**
**Introduction (5 minutes):**1. Review the previous lesson.
2. Engage students in reading and discussing relevant content from the learning resources to reinforce key concepts.

**Lesson Development (25 minutes)
Step 1:**- Introduce the story of Moshongoi and prompt students to discuss its key points.

**Step 2:**- Guide students to read Genesis 12:1-5 and answer the related questions.

**Step 3:**- Divide students into pairs or groups to act out the story of the call of Abraham, encouraging creativity and understanding.

**Step 4:**- Discuss with students how Abraham showed obedience to God and relate it to everyday examples of obedience.

**Conclusion (5 minutes):**

1. Summarize the key points covered in the lesson.
2. Facilitate a brief interactive activity to reinforce understanding and engage students.
3. Provide a preview of the next session's topics for students to consider.

**Extended Activities:**

- After the lesson, encourage students to create their own mini skits depicting acts of obedience.
- Have students create visual timelines of Abraham's life to deepen their understanding of the call of Abraham.
- Ask students to reflect in their journals on a time they showed obedience in their own lives and how it made them feel.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** Bible Patriarchs – Abraham

**Specific Learning Outcomes:
- By the end of the lesson, the learners should be able to:**

1. Memorize and recite Genesis 12:3.
2. Retell the story of the call of Abraham.
3. Appreciate lessons learned from the call of Abraham.

**Key Inquiry Question(s):**- Which promises did God make to Abram?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- Bible
- Flashcards
- Pictures
- Reciting
- Drawing
- KLB CRE Learner’s Book Grade 4 Pg. 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 key concepts.

**Lesson Development (25 minutes)**
**Step 1:** Identifying Promises Made to Abram
- Provide students with excerpts from Genesis that contain God's promises to Abram.
- Facilitate a discussion to help students identify and understand these promises.

**Step 2:** Memorizing and Reciting Genesis 12:3
- Teach students how to break down the verse into smaller parts for easier memorization.
- Practice reciting Genesis 12:3 as a group, encouraging students to recite it individually as well.

**Step 3:** Retelling the Story of the Call of Abraham
- Use visuals such as pictures or drawings to aid in storytelling.
- Guide students in groups to retell the story of Abraham's call, emphasizing key events and lessons.

**Step 4:** Discussing Lessons Learned from Abraham's Call
- Prompt students to reflect on the story and discuss the lessons learned from Abraham's obedience and faith.
- Encourage students to relate these lessons to their own lives.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity (e.g., quiz, discussion) to reinforce the main topics.
- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to create their own artwork depicting the call of Abraham.
- Have students write a short reflection on a time when they had to show obedience or faith, paralleling Abraham's experience.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 3: LESSON 3**

Strand: **The Holy Bible**

Sub Strand: **Bible Patriarchs - Abraham**
**Specific Learning Outcomes:
- By the end of the lesson, the learners should be able to:**

1.Say their names and the meanings behind their names
2.Read Genesis 17:1-5 and discuss what happened
3.Trust God’s promises always

**Key Inquiry Question(s):**- Why is your name important?
- Why are we given Christian names?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- Bible
- Flashcards
- Pictures
- Reciting
- Drawing
- KLB CRE Learner’s Book Grade 4 Pg. 56-58

**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 (25 minutes):**

- Based on learning experience, learners are guided in pairs, groups, or individually to:

**Step 1:** Say their names and share the meanings behind them.
**Step 2:** Read Genesis 17:1-5 as a class and discuss what happened.
**Step 3:** Discuss and give reasons why God changed the name of Abram to Abraham.
**Step 4:** Sing the song “Father Abraham” together.

**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:**

- For extended activities, students can create their own flashcards with their names and meanings, write a short paragraph reflecting on the importance of names in their lives, or create a drawing illustrating a promise they trust in.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** The Life of Jesus Christ

**Sub Strand:** The Birth of Jesus Christ - Annunciation of the birth of Jesus Christ

**Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:**

1. Take turns to read Luke 1:26-37 from the Bible.
2. Retell the story of the annunciation of the birth of Jesus Christ in their own words.
3. Appreciate reading the story about the birth of Jesus.

**Key Inquiry Question:**- Which angel announced the birth of Jesus Christ?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- Bible
- Flashcards
- Pictures
- Drawing materials
- KLB CRE Learner’s Book Grade 4 Pg. 59-61

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson on the life of Jesus Christ.
- Guide learners to read and discuss the relevant content from the learning resources, reinforcing key concepts.

**Lesson Development (25 minutes):**

**Step 1:** Introduce the story of the annunciation of the birth of Jesus Christ by briefly summarizing the key points.
**Step 2:** Guide learners to read the story from the KLB CRE Learner's Book Grade 4 Pg. 59-61.
**Step 3:** Have students take turns to read Luke 1:26-37 from the Bible aloud to the class.
**Step 4:** In pairs or groups, encourage students to retell the story of the annunciation of the birth of Jesus Christ in their own words.

**Conclusion (5 minutes):**

- Summarize the key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students can answer the key inquiry question.
- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

-1. Writing activity: Ask students to write a short paragraph describing how they think Mary felt when the angel announced the birth of Jesus.
-2. Art activity: Have students create a drawing depicting the scene of the annunciation of the birth of Jesus Christ.
-3. Role-play: Divide students into groups and assign roles to act out the annunciation scene.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** The Life of Jesus Christ

**Sub Strand:** The Birth of Jesus Christ – Annunciation of the Birth of Jesus Christ

**Specific Learning Outcomes:
- By the end of the lesson, learners should be able to:**

1. Memorize the verse in Luke 1:37.
2. Discuss the key points learnt from the annunciation of the birth of Jesus Christ.
3. Trust in God's power in life and strive to do His will.

**Key Inquiry Question:**- Why should we live holy lives?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
* **Citizenship**
 | * **Unity**
* **Respect**
* **Love**
* **Responsibility**
 | * **Social cohesion**
* **Peace Education**
* **Human Sexuality**
* **Health Issues**
* **Social Justice**
* **Financial Literacy**
* **Socio- economic issues**
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**Learning Resources:**- KLB CRE Learner’s Book Grade 4 (Page 61)
- Bible
- Flashcards
- Pictures
- Reciting
- Drawing

**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 (25 minutes):**

**Step 1:** Memorize Luke 1:37
- Introduce the verse Luke 1:37 to the students.
- Practice reciting the verse together as a class.

 **Step 2:** Discussion on the Annunciation
- Discuss the annunciation of the birth of Jesus Christ. Encourage students to share their insights and reflections on this significant event.

**Step 3:** Taking Notes
- Engage students in making short notes on the annunciation of the birth of Jesus. Emphasize key details such as the angel Gabriel's visit to Mary and her response.

**Step 4:** Trusting in God's Power
- Talk about the importance of trusting in God's power in life and doing His will. Encourage reflections on how this lesson can be applied in their own lives.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a quiz or discussion.
- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to create a visual representation of the annunciation of the birth of Jesus through drawing or crafting.
- Ask students to write a short reflection on what it means to trust in God's power and do His will in their daily lives.

**Teacher Self-Evaluation:**

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|  | **GRADE 4** | **CRE** |  |  |  |

**WEEK 4: LESSON 3**

**Strand:** The Life of Jesus Christ

**Sub Strand:** The Birth of John the Baptist

**Specific Learning Outcomes:
- By the end of the lesson, students should be able to:**

1. Read the story of the birth of John the Baptist and retell it in their own words.
2. Act out how the angel appeared to Zechariah in the temple.
3. Appreciate the significance of the birth of John the Baptist.

**Key Inquiry Question(s):**- Who was John the Baptist?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
* **Citizenship**
 | * **Unity**
* **Respect**
* **Love**
* **Responsibility**
 | * **Social cohesion**
* **Peace Education**
* **Human Sexuality**
* **Health Issues**
* **Social Justice**
* **Financial Literacy**
* **Socio- economic issues**
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**Learning Resources:**- KLB CRE Learner’s Book Grade 4 Pg. 62-63
- Bible
- Flash cards
- Pictures
- Reciting
- Drawing

**Organization of Learning:**

**Introduction (5 minutes):**- Review the previous lesson with the students.
- Guide students to read and discuss relevant content from the learning resources, emphasizing key concepts related to the birth of John the Baptist.

**Lesson Development (25 minutes):**

**Step 1:** Introduce the characters of the story
- Present the characters involved in the birth of John the Baptist, such as Zechariah, Elizabeth, and John the Baptist himself.
- Discuss their roles in the story and their significance.

**Step 2:** Read and retell the story
- In pairs or small groups, students read the story of the birth of John the Baptist from the KLB CRE Learner’s Book (Pg. 62-63).
- They then retell the story to each other in their own words, focusing on key events and characters.

**Step 3:** Act out the angel appearing to Zechariah
- Explain the scene where the angel appears to Zechariah in the temple.
- Allow students to act out this scene, taking on the roles of Zechariah and the angel.

**Step 4:** Appreciate the birth of John the Baptist
- Facilitate a discussion on the significance of John the Baptist's birth.
- Encourage students to reflect on why his birth was important in the context of Jesus Christ's story.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, focusing on the birth of John the Baptist.
- Engage students in a brief interactive activity to reinforce their understanding of the main topics.
- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Invite students to create a drawing or comic strip depicting the birth of John the Baptist.
- Ask students to write a short reflection on the lesson, highlighting what they learned about John the Baptist.

**Teacher Self-Evaluation:**

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|  | **GRADE 4** | **CRE** |  |  |  |

**WEEK 5: LESSON 1**

**Strand:** The Life of Jesus Christ

**Sub Strand:** The Birth of John the Baptist

**Specific Learning Outcomes:
- By the end of the lesson, the learners should be able to:**

1. Take turns to read Luke 1:76-79 and discuss the story.
2. Discuss what they learned from the story about the birth of John the Baptist from Luke 1:5-13.
3. Appreciate lessons learnt from the story of the birth of John the Baptist.

**Key Inquiry Question(s):**- What did the angel tell Zechariah?
- What was the role of John the Baptist?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
* **Citizenship**
 | * **Unity**
* **Respect**
* **Love**
* **Responsibility**
 | * **Social cohesion**
* **Peace Education**
* **Human Sexuality**
* **Health Issues**
* **Social Justice**
* **Financial Literacy**
* **Socio- economic issues**
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**Learning Resources:**- KLB CRE Learner’s Book Grade 4, Pg. 64
- Bible
- Flashcards
- Pictures
- Reciting
- Drawing

**Organization of Learning:

Introduction (5 minutes):**- Review the previous lesson focusing on key concepts related to the birth of John the Baptist.
- Engage learners in a brief discussion to recall the content covered in the previous lesson.

**Lesson Development (25 minutes):**

**Step 1:** Reading and Discussion
- In pairs or small groups, have learners take turns reading Luke 1:76-79 aloud.
- Encourage discussion to explore the story further.

**Step 2:** Questions and Answers
- Pose questions related to the angel's message to Zechariah and the role of John the Baptist.
- Allow learners to respond, fostering critical thinking and active participation.

**Step 3:** Analysis of Luke 1:5-13
- Guide students in discussing what they learned from the story about the birth of John the Baptist from verses 5 to 13.
- Encourage them to identify key themes and messages.

**Step 4:** Understanding the Angel's Message
- Discuss the significance of the angel's message in relation to the birth of John the Baptist.
- Help students connect the message to the broader context of the story.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, highlighting the importance of understanding the story of John the Baptist.
- Conduct a brief interactive activity such as a quiz or drawing activity to reinforce learning.
- Provide a preview of upcoming topics to generate interest for the next session.

**Extended Activities:**

- Encourage learners to create their own visual representations of the story of the birth of John the Baptist through drawing or coloring.
- Ask students to write a short reflection on the lessons learned from the story and how they can apply them in their own lives.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **CRE** |  |  |  |

**WEEK 5: LESSON 2**

**Strand:** The Life of Jesus Christ

**Sub Strand:** The Birth of John the Baptist

**Specific Learning Outcomes:
- By the end of the lesson, the learners should be able to:**

1. Memorize the verse in Luke 1:13
2. Sing the song “John the Baptist”
3. Appreciate the role of John the Baptist

**Key Inquiry Question:**- Why did people get baptized?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
* **Citizenship**
 | * **Unity**
* **Respect**
* **Love**
* **Responsibility**
 | * **Social cohesion**
* **Peace Education**
* **Human Sexuality**
* **Health Issues**
* **Social Justice**
* **Financial Literacy**
* **Socio- economic issues**
 |

**Learning Resources:**- KLB CRE Learner’s Book Grade 4
- Bible
- Flashcards
- Pictures
- Reciting
- Drawing

**Organisation of Learning:

Introduction (5 minutes):**
- Review the previous lesson on John the Baptist.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of key concepts.

**Lesson Development (25 minutes):**

 **Step 1:** Exploring John the Baptist's Role
- Discuss with students in pairs or groups what John the Baptist would do according to the Bible.
- Use flashcards and pictures to aid understanding.
 **Step 2:** Memorizing Luke 1:13
- Introduce the verse in Luke 1:13 to the class.
- Break down the verse word by word for easier memorization.
- Practice reciting the verse together as a class.

**Step 3:** Singing the Song “John the Baptist”
- Teach the learners the song “John the Baptist” with a simple melody.
- Encourage participation and repetition to aid memorization.

**Step 4:** Appreciating John the Baptist’s Role
- Engage in a discussion on the significance of John the Baptist’s role in preparing the way for Jesus.
- Encourage learners to share their thoughts and reflections.

**Conclusion (5 minutes):**

- Summarize the key points learned about John the Baptist’s role and the verse in Luke 1:13.
- Conduct a brief interactive activity, such as a quiz or drawing activity related to the lesson.
- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Have students create their own flashcards depicting scenes from John the Baptist's life.
- Encourage learners to write a short reflection on the importance of John the Baptist in relation to Jesus’ ministry.
- Organize a role-playing activity where students portray characters from the story of John the Baptist baptizing people.

**Teacher Self-Evaluation:**

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|  | **GRADE 4** | **CRE** |  |  |  |

**WEEK 5: LESSON 3**

**Strand:** The Miracles of Jesus Christ

**Sub Strand:** The Healing of Blind Bartimaeus

**Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:**

1. Read Mark 10:46-52 and discuss the story.
2. Retell the story of the healing of blind Bartimaeus.
3. Appreciate the story of blind Bartimaeus.

**Key Inquiry Question:**- What showed that Bartimaeus had faith in Jesus?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
 |

**Learning Resources:**- KLB CRE Learner’s Book Grade 4
- Prayer book
- Bible
- Pictures
- Reciting
- Drawing

**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 (25 minutes):
Step 1:** Introducing the Story
- Provide an overview of the healing of blind Bartimaeus.
- Discuss the setting, characters, and main events.
- Engage students in a brief discussion about the importance of faith in healing.

**Step 2:** Reading and Discussion
- In pairs or groups, students read Mark 10:46-52.
- Encourage them to discuss key points, such as Bartimaeus's actions and Jesus' response.
- Facilitate a whole-class discussion based on their findings.

**Step 3:** Story Retelling
- Ask students to retell the story of the healing of blind Bartimaeus in their own words.
- Encourage creativity and expression in their retelling.
- Provide support and guidance as needed.

**Step 4:** Appreciation of the Story
- Guide students to reflect on the story and its significance.
- Discuss how Bartimaeus's faith and persistence led to his healing.
- Encourage students to share their own thoughts and feelings about the story.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, such as a role-play or drawing activity related to the story.
- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Grade-relevant extended activities could include:
- Role-playing different characters in the story.
- Creating artwork or illustrations depicting the healing of blind Bartimaeus.
- Writing a short reflection on the importance of faith in overcoming challenges.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** The Miracles of Jesus Christ

**Sub Strand:** The Healing of Blind Bartimaeus

**Specific Learning Outcomes:**

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

1. Discuss lessons learned from the healing of blind Bartimaeus.
2. Role-play the healing of blind Bartimaeus.
3. Have fun role-playing the healing of blind Bartimaeus.

**Key Inquiry Question:**- How do you show faith in Jesus?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- KLB CRE Learner’s Book Grade 4 Pg.
- Prayer book
- Bible
- Flashcards
- Pictures
- Reciting
- Drawing

**Organisation of Learning:**
**Introduction (5 minutes):**1. Review the previous lesson.
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Blind Bartimaeus
- Introduce the story of Blind Bartimaeus from the Bible.
- Discuss key points about his faith and the lessons we can learn from his story.

**Step 2:** Discuss Lessons Learned
- Divide learners into pairs or small groups.
- Encourage them to discuss the lessons learned from the healing of Blind Bartimaeus.
- Facilitate discussions and encourage sharing of insights.

**Step 3:** Role-play Activity
- Instruct learners to prepare for a role-play activity depicting the healing of Blind Bartimaeus.
- Provide props and encourage creativity in portraying the scene.
- Allow time for rehearsals and then have the groups perform in front of the class.

**Step 4:** Reflection and Discussion
- After the role-plays, facilitate a discussion on the experience.
- Encourage learners to reflect on the importance of faith and belief in Jesus.
- Discuss how they can apply the lessons learned in their own lives.

**Conclusion (5 minutes):**

1. Summarize key points and learning objectives achieved during the lesson.
2. Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or discussion.
3. Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage learners to create their own skits or drawings depicting another miracle of Jesus.
- Ask them to write a short reflection on how they can show faith in Jesus in their daily lives.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** The Miracles of Jesus Christ

**Sub Strand:** The healing of blind Bartimaeus
 **Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:**

1.Discuss how blind Bartimaeus showed faith in Jesus.
2.Sing the song ‘My Healer’ for fun and enjoyment.
3.Appreciate the healing power of Jesus Christ.

**Key Inquiry Question(s):**- How did blind Bartimaeus show faith in Jesus?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- KLB CRE Learner’s Book Grade 4 Pg.
- Prayer book
- Bible
- Flash cards
- Pictures
- Reciting
- Drawing

**Organization of Learning:

Introduction (5 minutes):**
- Recall the key points of the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding the key concepts.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Faith
- Discuss what faith means, especially in the context of blind Bartimaeus.
- Encourage students to share examples of how they have shown faith in their own lives.

**Step 2:** Blind Bartimaeus and Jesus
- Read the story of blind Bartimaeus from the Bible or the CRE Learner’s Book.
- Discuss the actions of blind Bartimaeus and how he showed faith in Jesus.

**Step 3:** Singing ‘My Healer’
- Teach the song ‘My Healer’ to the students.
- Have a fun singing session where students can practice and enjoy the song together.

**Step 4:** Appreciating Jesus’ Healing Power
- Show pictures or use flashcards depicting Jesus performing miracles.
- Discuss with students the significance of Jesus’ healing power and how it impacts their lives.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson.
- Conduct a brief interactive activity related to blind Bartimaeus and his faith in Jesus.
- Provide a preview of the next session’s topic or questions to consider.

**Extended Activities:**

- Encourage students to create their own drawings depicting a scene from the story of blind Bartimaeus.
- Ask students to write a short prayer expressing their faith in Jesus and asking for healing or strength in their own lives.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** The Miracles of Jesus Christ

**Sub Strand:** The Ten Lepers

**Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:**

1. Read Luke 17:11-19 and discuss the story.
2. Retell the story on the healing of the ten lepers.
3. Appreciate the healing of the ten lepers.

**Key Inquiry Question(s):**- Who is a leper?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- KLB CRE Learner’s Book Grade 4 Pg. 66-68
- Bible
- Pictures
- Reciting
- Drawing
 **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 (25 minutes):**

 **Step 1:** Introduce the story of the healing of the ten lepers from Luke 17:11-19. Discuss the context and setting of the story.

**Step 2:** Read Luke 17:11-19 aloud with the class. Encourage students to ask questions and discuss the miracles of Jesus.

 **Step 3:** Divide learners into pairs or small groups to retell the story of the healing of the ten lepers. Encourage creativity and engagement.

**Step 4:** Facilitate a group discussion on the significance of the story and help students appreciate the compassion and healing power of Jesus towards the lepers.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity like a quiz or role play to reinforce the main topics.
- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to create their own illustrations of the story of the ten lepers.
- Ask students to write a short reflection on a time when they showed compassion or received help from someone.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** The Miracles of Jesus Christ

**Sub Strand:** The Ten Lepers

**Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:**

1. State lessons learned from the healing of the ten lepers.
2. Act out the healing of the ten lepers.
3. Appreciate lessons learned from the healing of the ten lepers.

**Key Inquiry Question(s):**- What did Jesus tell the thankful leper?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
 |

**Learning Resources:**- KLB CRE Learner's Book Grade 4 Pg. 66-68
- Prayer book
- Bible
- Flash cards
- Pictures
- Reciting
- Drawing

**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 (25 minutes):**

**Step 1:** Introduce the story of the healing of the ten lepers from the Bible using visual aids and engage students in a discussion about the key events and characters.

**Step 2:** In pairs or small groups, have students discuss and state the lessons learned from the story. Encourage them to reflect on the importance of gratitude and faith.

**Step 3:** Have students act out the healing of the ten lepers. Assign roles and allow them to perform the scene, focusing on the interactions between Jesus and the lepers.

**Step 4:** Facilitate a class discussion on the emotions and reactions of the characters in the story. Help students draw parallels between the events in the story and their 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 quiz or drawing activity related to the lesson.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Encourage students to write a reflection on the lesson, focusing on the importance of gratitude and kindness in their daily lives.
- Have students create their own mini skit or play based on a moral lesson from the story of the ten lepers, and perform it for the class.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**
**Strand:** The Miracles of Jesus Christ

**Sub Strand:** The Ten Lepers

**Specific Learning Outcomes:
-By the end of the lesson, the learner should be able to:**

1.Discuss how to show gratitude to those who are good to you.
2.Write a ‘thank you note’ to God for the gift of life.
3. Appreciate showing gratitude to others.

**Key Inquiry Question(s):**- What do you do to show you are thankful?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- KLB CRE LEARNER’S BOOK Grade 4 Pg. 66-68
- Prayer book
- Bible
- Flash cards
- Pictures
- Reciting
- Drawing

**Organization of Learning:**
**Introduction (5 minutes):**- Review the previous lesson related to the miracles of Jesus Christ.
- Guide learners to read and discuss relevant content from the provided learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (25 minutes):**

 **Step 1:** Engage learners in a discussion on ways to show gratitude to those who are kind to us. Encourage them to share personal experiences or examples.

**Step 2:** Guide learners through the process of writing a ‘thank you note’ to God for the gift of life. Provide them with prompts and support as needed.

 **Step 3:** Discuss the importance of showing gratitude to others and how it can positively impact relationships and community.

**Step 4:** Encourage learners to create visual representations of gratitude through drawing or creating flashcards depicting acts of thankfulness.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson about expressing gratitude.
- Conduct a brief interactive activity where learners share their ‘thank you notes’ or drawings with the class.
- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage learners to practice showing gratitude in their daily lives by keeping a gratitude journal or performing acts of kindness for others.
- Assign a follow-up writing task where students write a thank you note to a person in their lives who has made a positive impact on them.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** The Miracles of Jesus Christ

**Sub Strand:** Jesus raises a widow’s son

**Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:**

1.Read Luke 7:11-16
2. Retell the bible story of how Jesus raised the widow’s son.
3.Appreciate Jesus' power over death

**Key Inquiry Question:**- How do you show love to the people around you?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- KLB CRE Learner’s Book Grade 4 pages 69-71
- Bible
- Pictures
- Reciting
- Drawing

**Organisation of Learning:

Introduction (5 minutes):**- Review the previous lesson focusing on relevant concepts.
- Guide learners to read and discuss material from the KLB CRE Learner’s Book Grade 4, emphasizing key ideas.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to the Miracle
- Begin the lesson by introducing the miracle of Jesus raising the widow's son.
- Provide context by discussing the cultural significance and setting of the story.

**Step 2:** Reading and Understanding
- Have learners read Luke 7:11-16 individually or in pairs.
- Encourage them to identify key points and themes in the text.
- Discuss the passage as a group, clarifying any questions or confusion.

**Step 3:** Retelling the Story
- In groups, have students retell the biblical story of Jesus raising the widow's son.
- Encourage creativity in storytelling and emphasize key events and messages.

**Step 4:** Appreciating Jesus' Power
- Lead a discussion on the significance of Jesus' power over death.
- Encourage students to reflect on the impact of this miracle on the widow and the community.

**Conclusion (5 minutes):**

- Summarize key points from the lesson, emphasizing the learning outcomes.
- Engage students in a brief interactive activity, such as a Q&A session or drawing activity related to the miracle.
- Provide a preview of upcoming topics to prepare students for the next lesson.

**Extended Activities:**

- Assign students to create a visual representation of the miracle using drawings or collages.
- Encourage students to write a reflection on how they can show love and compassion to others in their daily lives.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **CRE** |  |  |  |

**WEEK 9: LESSON 1**

**Strand:** The Miracles of Jesus Christ

**Sub Strand:** Jesus raises a widow's son

**Specific Learning Outcomes:**

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

1. Discuss lessons learnt on how Jesus raised the widow’s son.
2. Write the lessons learnt on how Jesus raised the widow’s son.
3. Appreciate how Jesus showed compassion to the widow.

**Key Inquiry Question(s):**- What did Jesus tell the widow?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- KLB CRE Learner’s Book Grade 4 Pg. 69-71
- Prayer book
- Bible
- Flashcards
- Pictures
- Reciting
- Drawing

**Organisation of Learning:**
**Introduction (5 minutes):**1. Review the previous lesson on miracles of Jesus Christ.
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (25 minutes):**

 **Step 1:** Discuss the background story of how Jesus raised the widow’s son from the KLB CRE Learner’s Book.

**Step 2:** Engage learners in a group activity to identify and discuss the lessons learnt on how Jesus raised the widow’s son.

**Step 3:** Provide guidance for learners to write down the lessons learnt on how Jesus raised the widow’s son in their own words.

**Step 4:** Prompt learners to reflect on and appreciate how Jesus showed compassion to the widow in this miraculous event.

**Conclusion (5 minutes):**

1. Summarize key points and learning objectives achieved during the lesson.
2. Conduct a brief interactive activity where learners can peer-share their understanding of the lesson.
3. Provide a preview of the upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage learners to create a short skit or role-play demonstrating the miracle of Jesus raising the widow’s son.
- Ask students to draw a scene from this miracle and write a short caption explaining their interpretation.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** The Miracles of Jesus Christ

**Sub Strand:** Jesus Raises a Widow’s Son

**Specific Learning Outcomes:**

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

1. Identify and discuss the challenges they face in their lives.
2. Write about how they overcame those challenges.
3. Appreciate depending on God when faced with challenges.

**Key Inquiry Question:**- Who raises a dead person?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- KLB CRE Learner's Book Grade 4 Pg. 69-71
- Prayer book
- Bible
- Flash cards
- Pictures
- Reciting
- Drawing

**Organization of Learning:**
**Introduction (5 minutes):**- Recap the previous lesson to activate prior knowledge.
- Encourage learners to read and discuss relevant content from the KLB CRE Learner's Book, focusing on understanding key concepts related to Jesus raising a widow's son.

**Lesson Development (25 minutes):
Step 1:**- Engage students in a discussion about challenges they face in their lives. Encourage them to share and reflect on personal experiences.
- Introduce the story of Jesus raising a widow’s son from the Bible and discuss the challenges faced by the widow and the importance of faith in overcoming challenges.

**Step 2:**- In pairs, groups, or individually, have learners write about a specific challenge they have faced and how they overcame it. They can use examples from the Bible story as inspiration.

**Step 3:**- Provide opportunities for students to reflect on the role of faith and dependence on God when dealing with challenges. Discuss how the widow relied on her faith in Jesus to bring her son back to life.

**Step 4:**- Encourage students to share their written reflections with their peers or in a group discussion. Emphasize the importance of supporting and encouraging each other in times of need.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson, emphasizing the importance of identifying challenges, relying on faith, and seeking support from God.
- Conduct a brief interactive activity such as a prayer circle or a recitation of a relevant Bible verse to reinforce the main topics.
- Preview the upcoming topics or questions for the next session to engage students and spark curiosity.

**Extended Activities:**

- Encourage students to create artwork or illustrations depicting a scene from the story of Jesus raising a widow's son.
- Assign a reflective writing task where students can journal about a personal challenge they are currently facing and how they can seek guidance from God.

**Teacher Self-Evaluation:**

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|  | **GRADE 4** | **CRE** |  |  |  |

**WEEK 9: LESSON 3**

**Strand:** The Teachings of Jesus Christ

**Sub Strand:** Forgiveness
 **Learning Outcomes:
- By the end of the lesson, the learner should be able to:**

1. Read Matthew 5:39 and explain the lesson from the Bible verse.
2. Share personal experiences related to forgiving those who wrong us.
3. Appreciate the importance of forgiveness in interpersonal relationships.

**Key Inquiry Question:**- What do you do when someone wrongs you?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- KLB CRE Learner’s Book Grade 4, Pages 72-73
- Prayer book
- Bible
- Flashcards
- Pictures
- Reciting
- Drawing

**Organisation of learning:**

**Introduction (5 minutes):**- Review the previous lesson on the teachings of Jesus Christ.
- Engage learners in a discussion about forgiveness based on the provided learning resources.

**Lesson Development (25 minutes):**
**Step 1:** Reading and Reflection on Matthew 5:39
- Guide learners to read Matthew 5:39 from the Bible.
- Discuss the meaning of the verse and its implications on forgiveness.

**Step 2:** Sharing Personal Experiences
- Encourage learners to share experiences of being hurt or hurting others.
- Reflect on how forgiveness plays a role in resolving conflicts.

**Step 3:** Discussion on Forgiveness
- Facilitate a group discussion on the importance of forgiving those who wrong us.
- Explore the benefits of forgiveness in maintaining healthy relationships.

**Step 4:** Application of Forgiveness
- Engage learners in activities such as role-playing scenarios of forgiving others.
- Encourage students to express how they can act with forgiveness in real-life situations.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson regarding forgiveness.
- Conduct an interactive activity where learners can demonstrate understanding through drawing or reciting relevant verses.
- Provide a preview of the next lesson on additional teachings of Jesus Christ.

**Extended Activities:**

- Encourage learners to practice forgiveness in their daily interactions and journal about their experiences.
- Assign a reflective writing task where students can express the importance of forgiveness in their lives.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** The Teachings of Jesus Christ

**Sub Strand:** Forgiveness

**Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:**

1. Explain what revenge is and why it is wrong.
2. Write lessons learned from Matthew 5:39.
3. Appreciate forgiving people who wrong them.

**Key Inquiry Question:**- What do you do when somebody wrongs you?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- KLB CRE LEARNER’S BOOK Grade 4 Pg. 72-73
- Bible
- Flashcards
- Pictures
- Reciting
- Drawing
 **Organisation of Learning:

Introduction (5 minutes):**
- Review the previous lesson on forgiveness.
- Guide learners to read and discuss relevant content from the CRE Learner’s Book, focusing on the teachings of Jesus Christ on forgiveness.

**Lesson Development (25 minutes):
Step 1:** Discussion on Revenge
- Define revenge and discuss why it is wrong using real-life examples.
- Encourage students to share their thoughts and experiences related to revenge.

**Step 2:** Lessons from Matthew 5:39
- Read and reflect on Matthew 5:39 as a class.
- Discuss the lesson learned from the verse about turning the other cheek.

**Step 3:** Appreciating Forgiveness
- Guide students to reflect on the importance of forgiving others who wrong them.
- Discuss the impact of holding onto grudges versus forgiving.

 **Step 4:** Application Activity
- Engage students in a role-playing activity where they demonstrate forgiving someone who wronged them.
- Encourage empathy and understanding towards others' perspectives.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson on forgiveness.
- Conduct a short interactive activity where students share examples of forgiveness in their lives.
- Provide a preview of the next lesson on another teaching of Jesus Christ related to love and compassion.

**Extended Activities:**

- Assign students to create a forgiveness journal where they write about instances of forgiveness in their lives.
- Encourage students to draw a scene depicting forgiveness and share it with the class.
- Have students create flashcards with Bible verses on forgiveness and share them with their peers.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 10: LESSON 2**

**Strand:** The Teachings of Jesus Christ

**Sub Strand:** Helping those in need

**Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:**

1.Identify the needy people in the community.
2.Read Mathew 5:42 and discuss its meaning.
3.Appreciate helping those in need.

**Key Inquiry Question(s):**- Who are the people in need?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- KLB CRE Learner’s Book Grade 4 Pg. 74-75
- Prayer book
- Flashcards
- Pictures
- Reciting
- Drawing

**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 (25 minutes):**

**Step 1:** Identifying Needy People
- Discuss with the learners who they think are people in need in the community.
- Show pictures or use flashcards to illustrate different scenarios of people in need (e.g., the homeless, the sick, the elderly).
- Encourage learners to share their thoughts on how they can help those in need.

**Step 2:** Reading and Understanding Mathew 5:42
- Introduce Mathew 5:42 to the learners.
- Read the verse together with the class.
- Facilitate a discussion on the meaning of the verse, emphasizing the importance of giving and helping others in need.

**Step 3:** Appreciating Helping Those in Need
- Engage the learners in a group activity where they discuss the significance of helping those in need.
- Encourage empathy and understanding towards the less fortunate members of society.
- Have the learners reflect on how they can contribute to helping those in need.

**Conclusion (5 minutes):**

- Summarize key points discussed during the lesson.
- Conduct a brief interactive activity where learners can share one thing they learned about helping those in need.
- Provide a preview of the upcoming topics in the next session.

**Extended Activities:**

- Assign an at-home task for learners to identify one way they can help someone in need and share their experience in the next class.
- Encourage students to create drawings or write prayers for those in need and share them with the class.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** The Teachings of Jesus Christ

**Sub Strand:** Helping those in need
 **Specific Learning Outcomes:
- By the end of the lesson, the learners should be able to:**

1. Discuss why it is good to help others.
2. Act out how you would share with a needy person in your home area.
3. Enjoy helping others in the community.

**Key Inquiry Question(s):**- What do you share with friends at school?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- KLB CRE Learner's Book Grade 4 Pg. 76-75
- Prayer book
- Bible
- Flash cards
- Pictures
- Reciting
- Drawing

**Organization of Learning:

Introduction (5 minutes):**
- Review the previous lesson on helping others in need.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (25 minutes):**

**Step 1:** Discuss why it is good to help others. Encourage students to share examples of how helping others makes them feel and why it's important.

**Step 2:** Act out scenarios on how learners would share with a needy person in their home area. This could be role-played in pairs or groups.

**Step 3:** Explore different ways students can enjoy helping others in the community. Encourage creativity and brainstorming.

 **Step 4:** Reflect on the importance of empathy and kindness when helping those in need.

**Conclusion (5 minutes):**

- Summarize key points discussed during the lesson about helping others.
- Conduct a brief interactive activity where students share their thoughts on ways they can help those in need.
- Preview upcoming topics or questions to consider in the next session.

**Extended Activities:**

- Role-play different scenarios where students can practice helping others in need.
- Create posters or artwork depicting acts of kindness and helping in the community.
- Encourage students to volunteer for community service projects or initiatives.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**
**Strand:** The teachings of Jesus Christ

**Sub Strand:** The Parable of the Lost Coin

**Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:**

1. Read Luke 15:8-10 and retell the Parable of the Lost Coin
2.Discuss lessons learned from the Parable of the Lost Coin
- Appreciate the significance of the Parable of the Lost Coin

**Key Inquiry Question:**- What is a parable?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
 |

**Learning Resources:**- KLB CRE Learner's Book Grade 4 Pg. 76-77
- Prayer book
- Bible
- Flashcards
- Pictures
- Reciting
- Drawing

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson and engage students in a discussion to recall concepts learned.
- Introduce the topic of the day, emphasizing the significance of parables in Jesus' teachings.

**Lesson Development (25 minutes):**

**Step 1:** Engage learners in reading and discussing Luke 15:8-10 from the Bible to introduce the Parable of the Lost Coin.

**Step 2:** In pairs or groups, have students retell the Parable of the Lost Coin in their own words, discussing key elements of the story.

**Step 3:** Guide a class-wide discussion on the lessons that can be learned from the Parable of the Lost Coin, encouraging students to share their interpretations.

**Step 4:** Facilitate an appreciation activity where students express their thoughts on the parable through drawing or reciting a brief reflection.

**Conclusion (5 minutes):**

- Summarize the main points of the lesson, reinforcing key learning objectives related to the Parable of the Lost Coin.
- Conduct a brief interactive activity, such as a quiz or role-play, to reinforce understanding.
- Provide a preview of the next lesson to pique students' interest and encourage engagement.

**Extended Activities:**

- Encourage students to create their own parables or stories that convey moral lessons.
- Invite students to reflect on how they can apply the lessons from the Parable of the Lost Coin in their daily lives, and share their insights in the next class.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 11: LESSON 2**

**Strand:** The Teachings of Jesus Christ

**Sub Strand:** The Parable of the Lost Coin

**Specific Learning Outcomes:**

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

1. Explain why it is important to live a life that pleases God.
2.Act out the parable of the lost coin.
3. Appreciate living a life that pleases God.

**Key Inquiry Question:**- What have you learned from the parable of the lost coin?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Digital Literacy**
* **Self- efficacy**
 | * **Social justice**
* **Respect**
* **Patriotism**
* **Love**
 | * **Social cohesion**
* **Animal Welfare Education**
* **Leadership**
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**Learning Resources:**- KLB CRE Learner’s Book, Grade 4, Pages 76-77
- Bible
- Flashcards
- Pictures
- Reciting & Drawing materials

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of key concepts.

**Lesson Development (25 minutes):**

**Step 1:** Discuss why it is important to live a life that pleases God.
- Encourage students to share their thoughts and understanding.
- Use illustrations and examples to clarify the concept.

**Step 2:** Act out the parable of the lost coin.
- Divide students into groups and assign roles from the parable.
- Have students act out the story, emphasizing key points.

**Step 3:** Reflect on the significance of living a life that pleases God.
- Discuss how the parable of the lost coin relates to this concept.
- Encourage students to think about ways they can apply this teaching in their own lives.

**Step 4:** Conclude with a group discussion on the lessons learned.
- Allow students to share their insights and reflections.
- Summarize the key points discussed during the lesson.

**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:**

- Encourage students to write a short reflection on how they can live a life that pleases God in their daily actions.
- Have students create their own parable or story that teaches a moral lesson related to pleasing God.

**Teacher Self-Evaluation:**