

RATIONALISED CBE LESSON PLANS

GRADE :9

TERM : THREE

YEAR :2025

LEARNING AREA: CRE

TEACHERS NAME:

SCHOOL :.....

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: THE CHURCH

Sub Strand: The Early Church

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:
- Name the church they attend.
- Discuss the characteristics of the Early Church.
- Express a desire to grow spiritually by attending church.

Key Inquiry Question(s):

- What are the characteristics of the Early Church?

Learning Resources:

- Hummingbird CRE Grade 9, page 96.

Organisation of Learning:

Introduction (5 minutes)

- Begin with a quick review of the previous lesson, engaging students in a brief question-and- answer session.
- Introduce the day's topic by prompting learners to share the name of the church they attend.
- Guide the class through selected readings from the learning resource that connects to the characteristics of the Early Church.

Lesson Development (30 minutes)

- Step 1: Identifying Our Churches (10 minutes)

- Have students share the names of their churches and a brief description of what they like about them.
- Discuss how personal experiences might relate to the Early Church's qualities.

- Step 2: Characteristics Discussion (10 minutes)

- Introduce the specific characteristics of the Early Church:
 - Devotion to Scriptures
 - Fellowship

- Prayer
- Worship
- Use guided questions to facilitate a discussion:
 - What does it mean to be devoted to Scriptures?
 - How do fellowship and community play a role in our churches today?
 - Why is prayer important in a church setting?
 - What forms of worship do we experience?
- **Step 3: Group Activity (5 minutes)**
 - Divide the class into small groups.
 - Each group discusses one characteristic of the Early Church and prepares to share how that characteristic can be observed in their churches today.
- **Step 4: Sharing Insights (5 minutes)**
 - Allow each group to present their findings to the class.
 - Facilitate a conversation on how these characteristics contribute to spiritual growth.

Conclusion (5 minutes)

- Recap the key points discussed during the lesson regarding the Early Church.
- Engage students in an interactive activity: for example, a quick reflection where they write one way they can grow spiritually by participating in their church.
- Briefly introduce what the next lesson will cover, encouraging questions to consider for the next session (e.g., "What role do leaders play in the church?").

Extended Activities:

- Church Visit: Arrange for students to visit a local church different from their own to observe its practices and characteristics, followed by a reflective write-up.
- Interview Activity: Students could interview a church leader or person from their congregation about the practices of the Early Church in their modern context.
- Creative Project: Students create a poster or diorama representing one characteristic of the Early Church, showcasing how it can be practiced in contemporary settings.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: THE CHURCH

Sub Strand: The Holy Spirit

Specific Learning Outcomes:

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

- Identify the book which outlines the history of the Early Church.
- Describe the miracles performed in the Early Church.
- Desire to grow spiritually by attending church.

Key Inquiry Question:

- Which miracles were performed in the Early Church?

Learning Resources:

- Hummingbird CRE Grade 9, page 96

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on the role of the church and its significance in the community.
- Facilitate a brief discussion about what learners remember about the Holy Spirit, leading into today's focus on the Early Church.

- Encourage students to turn to page 96 in their Hummingbird CRE textbooks and skim through the introduction to miracles.

Lesson Development (30 minutes):

Step 1: Identifying the Book (10 minutes)

- Direct students to identify the New Testament book that details the history of the Early Church (The Book of Acts).
- Have students discuss why this book is crucial for understanding the growth of the Early Church.
- Ask students to share any previous knowledge or insights they have about the contents of Acts.

Step 2: Miracles Overview (10 minutes)

- Present a brief overview of various miracles performed in the Early Church as recorded in the Book of Acts.

- Examples to discuss include healing the sick (e.g., healing of the lame man), speaking in tongues (Pentecost), and raising the dead (e.g., Tabitha/ Dorcas).
- Divide the class into small groups. Assign each group one miracle to read about and summarize.

Step 3: Group Presentations (5 minutes)

- Allow each group to present their assigned miracle to the class.
- Encourage questions from peers to foster a deeper understanding of each miracle's significance.

Step 4: Reflection on Spiritual Growth (5 minutes)

- Initiate a discussion on how witnessing or learning about miracles might inspire a desire for personal spiritual growth and active church attendance.
- Have learners reflect on their own experiences attending church and how it has influenced their faith.

Conclusion (5 minutes):

- Summarize key points of the lesson: identification of The Book of Acts, miracles in the Early Church, and the importance of spiritual growth.
- Conduct an interactive activity: Have students write one miracle and one personal commitment to attending church on sticky notes and place them on a board to create a "Miracles and Commitments" wall.
- Preview the next session's focus on the role of the Holy Spirit in individual lives.

Extended Activities:

- Encourage students to keep a journal reflecting on their personal experiences and observations of faith or miracles in their community.
- Organize a visit to a local church and request a short talk with the pastor or church leader about the history and significance of their community miracles.
- Create a group project where students can choose one miracle from the early church and present it creatively (e.g., skit, poster, digital presentation).

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: THE
CHURCH **Sub-**
Strand: The Holy
Spirit

Specific Learning Outcomes:

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

- Outline the lessons learned in the Early Church.
- Outline the relevance of the Early Church to today's Church.
- Desire to grow spiritually by attending church.

Key Inquiry Question:

How is the Early Church relevant to today's Church?

Learning Resources:

- Hummingbird CRE Grade 9, page 96

Organisation of Learning:**Introduction (5 minutes)**

- Begin by reviewing the previous lesson, asking students what they remember about the role of the Holy Spirit in the Early Church.

- Introduce the key concepts for today's lesson. Guide learners to read and discuss the relevant content from the learning resources, with a focus on understanding the impact of the Early Church on contemporary Christian practices.

Lesson Development (30 minutes)

- Step 1: Lesson Learned in the Early Church (10 minutes)

- Discuss key events from the Early Church, such as the Pentecost and the spread of the Gospel. Ask students to identify lessons, including unity, community, and outreach.
- Facilitate a small group discussion where each group presents one lesson they identified and how it was demonstrated in the Early Church.

- Step 2: Characteristics of the Early Church (10 minutes)

- Identify the core characteristics of the Early Church: fellowship, prayer, teaching, and sharing resources.

- Ask students to think-pair-share about how these characteristics can be seen in their own church experiences today.

- **Step 3: Relevance to Today's Church (5 minutes)**

- Lead a discussion on how the lessons and characteristics of the Early Church provide a blueprint for modern churches.

- Brainstorm as a class how these principles can influence church growth and community engagement today.

- **Step 4: Spiritual Growth Through Church Attendance (5 minutes)**

- Discuss ways that attending church helps individuals grow spiritually. Include personal testimonies or stories (if applicable) of how church has impacted students' lives.

- Encourage learners to share their personal experiences with spiritual growth through community and worship.

- **Conclusion (5 minutes)**

- Summarize the key points learned during the lesson and how they connect to the outcomes.

- Conduct a brief interactive activity: a "think-pair-share" where students discuss one thing they learned that they plan to apply in their own spiritual lives.

- Preview the upcoming session, asking students to think about how they can actively participate in their church community in meaningful ways.

- **Extended Activities:**

- Research Assignment: Have students research one characteristic of the Early Church and prepare a short presentation on how this characteristic can be incorporated into their own church activities.

- Personal Reflection Journal: Encourage students to keep a journal where they reflect on their weekly church experiences, noting how the teachings relate to their lives.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: THE CHURCH

Sub Strand: The Holy Spirit

Specific Learning Outcomes:

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

1. State the importance of learning about the Early Church.
2. Watch a video clip about the Early Church.
3. Desire to grow spiritually by attending church.

Key Inquiry Question:

- Why is it important to learn about the Early Church?

Learning Resources:

- Hummingbird CRE Grade 9, page 96
- Video clip on the Early Church (selected and previewed by the teacher)

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson on the role of the Holy Spirit in the lives of early Christians.
- Ask students to share one key takeaway from that lesson.

- Guide learners in reading and discussing relevant content from page 96 in their textbooks, focusing on what they know about the Early Church and its significance.

Lesson Development (30 minutes):

Step 1: Importance of Learning about the Early Church (10 minutes)

- Facilitate a discussion on why studying the Early Church is essential for understanding modern Christianity.
- Write down students' contributions on the board, emphasizing points like community, faith development, and the foundation of Church teachings.

Step 2: Watch a Video Clip (10 minutes)

- Present a carefully chosen video clip about the Early Church.
- Encourage students to take notes on key events and figures presented in the video.
- Quick discussion after watching: “What was a new fact you learned from the video?”

Step 3: Group Discussion (5 minutes)

- Divide the class into small groups to discuss the impact of the Holy Spirit on the Early Church.
- Each group should summarize their discussions and share with the class what they feel was the most significant impact.

Step 4: Personal Reflection (5 minutes)

- Ask students to reflect individually on how they can personally incorporate lessons learned from the Early Church into their own spiritual journey.
- Prompt them to think about their desire to engage more actively in their church community.

Conclusion (5 minutes):

- Summarize key points learned today, including the significance of the Early Church and the role of the Holy Spirit.
- Conduct a quick interactive activity, such as “Two Truths and a Lie” based on facts from the lesson (students share facts they learned, and classmates guess if they are true or false).
- Briefly preview the next lesson, encouraging students to consider how the Early Church’s works influence their church today.

Extended Activities:

- Have students research a specific figure from the Early Church (e.g., Apostles, early saints) and prepare a brief presentation for the class on their contributions to the development of the church.

- Encourage students to participate in a local church activity or event, reflecting on how it connects to what they learned about the Early Church.
- Suggest keeping a journal for a month where they note down experiences or thoughts about their own spiritual growth, church attendance, and lessons from the Early Church.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: THE CHURCH

Sub Strand: The Holy Spirit

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:
- 1. List activities done in the church
- 2. Analyze the story of Paul and Silas and its relevance to Christians today
- 3. Desire to grow spiritually by attending church

Key Inquiry Question(s):

- What does the story of Paul and Silas teach us?

Learning Resources:

- Humming Bird CRE Grade 9, page 96

Organisation of Learning

Introduction (5 minutes):

- Begin with a quick review of the previous lesson on the role of the Holy Spirit in the church.
- Ask students to share their understanding of the church and activities that take place there.
- Distribute the learning resource and guide learners to read and discuss the relevant content, focusing on identifying key activities in the church.

Lesson Development (30 minutes):**Step 1: Listing Activities in the Church (10 minutes)**

- Have students work in pairs to brainstorm a list of activities commonly done within the church (e.g., worship services, prayer meetings, community service, Bible study groups).
- Share their lists with the class and compile a comprehensive list on the board.

Step 2: Reading the Story of Paul and Silas (10 minutes)

- Read the story of Paul and Silas from the provided resource.
- Pause at key moments to ask comprehension questions: What happened? Why were they imprisoned? What did they do while in prison?

Step 3: Analyzing the Relevance to Christians Today (5 minutes)

- Discuss the story's themes of faith, perseverance, and the power of prayer.

- Ask students how these lessons apply to their own lives and the challenges they might face as young Christians today.
- Encourage them to connect these themes back to the activities they listed earlier.

Step 4: Desiring Spiritual Growth (5 minutes)

- Facilitate a discussion on the importance of attending church for personal and spiritual growth.
- Ask students to reflect on one activity they wish to engage in that will help them grow spiritually and why it is important to them.

Conclusion (5 minutes):

- Summarize the key points discussed: activities in the church, the story of Paul and Silas, and ways to grow spiritually.
- Conduct a brief interactive activity, such as a quick reflection journal entry, where students write down one takeaway from the lesson.
- Preview upcoming topics related to the role of the church in community and personal life, encouraging students to think about how they can contribute to their church community.

Extended Activities:

- Community Service Project: Encourage students to plan a community service event through their church. This will allow them to apply what they have learned about church activities and service.
- Personal Reflection Journal: Students can maintain a journal documenting their spiritual growth and reflections on their church attendance and activities throughout the term.

- Research Assignment: Assign students to research a modern-day missionary or church leader and present how their faith and actions echo those of Paul and Silas.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: THE CHURCH

Sub Strand: The Gifts of the Holy Spirit

Specific Learning Outcomes:

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

- Outline the role of the Holy Spirit in the life of a Christian.
- Read and analyze John 14:15-26, 16:5-15, and Acts 1:7-8.
- Express a desire to be guided by the Holy Spirit in daily life.

Key Inquiry Question(s):

- What is the role of the Holy Spirit in the life of a Christian?

Learning Resources:

- Humming Bird CRE Grade 9, p. 107

Organisation of Learning

Introduction (5 minutes)

- Briefly review the previous lesson.
- Ask students to share one key takeaway from last week's topic.
- Introduce today's focus on the Holy Spirit by asking the key inquiry question to spark interest.

Lesson Development (30 minutes)

Step 1: Introduction to the Holy Spirit (10 minutes)

- Explain who the Holy Spirit is, focusing on His significance in Christian faith.
- Discuss how the Holy Spirit is described in Scripture as the Comforter and Guide.
- Read and discuss John 14:15-26 together as a class, highlighting key phrases.

Step 2: The Role of the Holy Spirit in Guidance (10 minutes)

- Transition to reading John 16:5-15.
- Outline how the Holy Spirit guides Christians in truth and conviction.
- Discuss how this guidance impacts decision-making and moral choices in a Christian's life.

Step 3: Empowerment through the Holy Spirit (5 minutes)

- Read Acts 1:7-8 and discuss the empowering aspect of the Holy Spirit in equipping believers for service and witness.
- Ask students how they think they might use this empowerment in their own lives and communities.

Step 4: Reflection on Personal Guidance (5 minutes)

- Encourage students to think about moments they felt guided or inspired.
- Facilitate a discussion on ways they aspire to seek the Holy Spirit's guidance in their daily activities.

Conclusion (5 minutes)

- Summarize the key points covered about the Holy Spirit's role as a Comforter, Guide, and Empowering figure in a Christian's life.
- Conduct a brief interactive activity (e.g., think-pair-share) asking students to discuss one way they can seek the Holy Spirit's guidance this week.
- Provide a preview of the next session, which will explore the gifts of the Spirit in greater detail.

Extended Activities

- Reflection Journal: Ask students to write a reflective journal entry about a time they felt guided by the Holy Spirit or how they plan to seek that guidance in the coming week.
- Creative Expression: Encourage students to create a visual representation (poster or digital piece) that illustrates their understanding of the Holy Spirit's roles discussed in class.
- Group Discussion: Arrange small group discussions where students can share examples from their lives where they felt they followed the Holy Spirit's guidance.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: THE CHURCH

Sub Strand: The Gifts of the Holy Spirit

Specific Learning Outcomes:

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

- Identify the nine gifts of the Holy Spirit.
- Watch a video clip about the gifts of the Holy Spirit.
- Express a desire to be guided by the Holy Spirit in their daily lives.

Key Inquiry Question:

- What are the gifts of the Holy Spirit?

Learning Resources:

- Hummingbird CRE Grade 9, page 107.
- Video clip on the gifts of the Holy Spirit (selected by the teacher).

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson by asking students to summarize key points discussed.
- Introduce the topic of the day by asking a few questions: “What do you know about the Holy Spirit?” and “Can anyone name any gifts of the Holy Spirit?”
- Guide learners to read and discuss relevant content from Hummingbird CRE, emphasizing key concepts related to the gifts.

Lesson Development (30 minutes)**Step 1:** Introduction to the Gifts of the Holy Spirit (10 minutes)

- Briefly introduce the nine gifts: Wisdom, Understanding, Counsel, Fortitude, Knowledge, Piety, Fear of the Lord, Faith, and Joy.
- Discuss each gift in simple terms, explaining what each gift means and how it can manifest in one's life.

Step 2: Video Clip (10 minutes)

- Show a short video clip that explains the gifts of the Holy Spirit in an engaging way.
 - Ask students to take notes on what they find interesting or new regarding the gifts.
- Step 3:** Group Discussion (5 minutes)

- In small groups, students discuss the gifts they feel they might already possess or wish to develop further.
- Each group shares one or two gifts they discussed, promoting class engagement and participation.

Step 4: Personal Reflection (5 minutes)

- Encourage students to take a few moments to write a personal reflection on how they can ask for the Holy Spirit's guidance in their daily lives.
- Give students time to share their reflections voluntarily if they feel comfortable.

Conclusion (5 minutes)

- Summarize the key points discussed in the lesson and touch on the identified gifts of the Holy Spirit.
- Conduct a brief interactive activity, like a quick quiz or a matching game, to reinforce the gifts discussed.
- Preview the next session's topic: "How the Gifts of the Holy Spirit guide our decisions and actions."

Extended Activities:

- Personal Gift Exploration: Ask students to create a poster or digital presentation about one specified gift of the Holy Spirit, including biblical references and personal examples of how they can see or experience that gift.
- Role Play Scenarios: In pairs or small groups, students can create short role plays to depict situations where the gifts of the Holy Spirit can be applied.
- Journaling: Have students maintain a journal where they can reflect weekly on their experiences of the Holy Spirit's guidance in their lives.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: THE CHURCH

Sub Strand: The Gifts of the Holy Spirit

Specific Learning Outcomes:

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

- Outline the meaning of the gifts of the Holy Spirit.
- Classify the gifts of the Holy Spirit according to the three categories.
- Desire to be guided by the Holy Spirit in day-to-day life.

Key Inquiry Question(s):

- Name the categories into which the gifts of the Holy Spirit are classified?

Learning Resources:

- Hummingbird CRE Grade 9, page 107

Organisation of Learning:

Introduction (5 minutes)

- Start with a brief review of the last lesson; engage students by asking them what they remember about the Holy Spirit.
- Lead a discussion that encourages learners to explore and read the relevant content from page 107 of the Hummingbird CRE textbook, focusing on understanding key concepts related to the gifts of the Holy Spirit.

Lesson Development (30 minutes)**Step 1:** Definition of the Gifts of the Holy Spirit (10 minutes)

- Introduce the gifts of the Holy Spirit, explaining that these gifts empower Christians to live a life of love and service. Discuss each gift briefly (Wisdom, Understanding, Counsel, Fortitude, Knowledge, Piety, and Fear of the Lord) and their significance.

Step 2: Classification of the Gifts (10 minutes)

- Present the three categories of the gifts of the Holy Spirit:

1. Gifts of Knowledge (Wisdom, Understanding, Knowledge)
2. Gifts of Strength (Counsel, Fortitude)
3. Gifts of Reverence (Piety, Fear of the Lord)

- Have students create a chart in pairs that lists each gift under its corresponding category.

Step 3: Personal Reflection (5 minutes)

- Encourage students to reflect on the gifts they feel they possess or could desire in their lives.

Ask them to write down how they could use these gifts to improve their daily lives and positively influence those around them.

Step 4: Group Discussion (5 minutes)

- Facilitate a group discussion where students can share their reflections. Ask questions such as, “How can we seek guidance from the Holy Spirit in our decisions?” and “How do these gifts help us interact with others?”

Conclusion (5 minutes)

- Summarize the key points of the lesson: the meaning and classification of the gifts of the Holy Spirit.
- Conduct a brief interactive activity, such as a quick quiz where students match gifts to their definitions or categories.
- Preview the next session's topics, possibly related to the Fruits of the Holy Spirit, and encourage students to think about how they see these gifts in their community.

Extended Activities:

- Assign students to create a poster that visually represents the gifts of the Holy Spirit and their categories, including examples of how these gifts can manifest in everyday actions.
- Suggest students keep a journal for a week detailing instances where they felt guided by the Holy Spirit or observed gifts of the Holy Spirit in action around them, to be shared in the next class.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: THE CHURCH

Sub Strand: The Gifts of the Holy Spirit

Specific Learning Outcomes:

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

- State the importance of the gifts of the Holy Spirit in the church today.
- Utilize discerning gifts to avoid joining ungodly cults, idol worship, and religious extremism.
- Desire to be guided by the Holy Spirit in day-to-day life.

Key Inquiry Question(s):

- What is the importance of the gifts of the Holy Spirit?

Learning Resources:

- Hummingbird CRE Grade 9, page 107

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson focusing on key concepts discussed.
- Guide learners to read and discuss the relevant content from page 107 of the Hummingbird CRE, emphasizing the gifts of the Holy Spirit.

Lesson Development (30 minutes)

Step 1: Understanding the Gifts of the Holy Spirit

- Discuss the various gifts of the Holy Spirit (wisdom, understanding, counsel, fortitude, knowledge, piety, and fear of the Lord).
- Ask students to give examples of how these gifts can be used in their lives today.

Step 2: Importance of the Gifts in the Church

- Explore why these gifts are essential for the church community.
- Discuss how these gifts help in building a strong and supportive church environment.

Step 3: Discerning Gifts to Avoid Extremism

- Introduce the concept of discernment.

- Teach how individuals can use their gifts to recognize and avoid ungodly practices, such as cults or idol worship. Discuss real-world examples.

Step 4: Seeking Guidance from the Holy Spirit

- Discuss practical ways students can seek the guidance of the Holy Spirit in their daily lives.
- Encourage students to share personal experiences or hypothetical scenarios where they could use divine guidance.

Conclusion (5 minutes)

- Summarize the key points discussed, reaffirming the importance of the gifts of the Holy Spirit in the church and individual lives.
- Conduct an interactive activity, such as a group discussion or a quick quiz, to reinforce the main topics.
- Prepare students for the next session by previewing upcoming topics, encouraging them to think about how they might apply the gifts of the Holy Spirit in their lives.

Extended Activities:

- Reflective Journaling: Students can maintain a journal reflecting on instances where they feel guided by the Holy Spirit throughout the week.
- Group Project: Organize students into small groups to research and present on different gifts of the Holy Spirit, providing examples from the Bible and modern life.
- Debate: Host a debate on how the presence of the Holy Spirit can help prevent extremism in various religious contexts.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: THE CHURCH

Sub Strand: The Gifts of the Holy Spirit

Specific Learning Outcomes:

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

- Identify characteristics of cults, idol worship, religious extremism, and devil worship.
- Pray to God always for guidance and discernment to avoid being misled by false teachings, doctrines, and cults.
- Desire to be guided by the Holy Spirit in day-to-day life.

Key Inquiry Question(s):

- What are two characteristics of cults?

Learning Resources:

- Hummingbird CRE Grade 9, page 107

Organisation of Learning

Introduction (5 minutes)

1. Begin with a brief review of the previous lesson, touching on the importance of spiritual discernment. Ask students what they remember about the gifts of the Holy Spirit.
2. Introduce the day's topic by highlighting the potential dangers of cults and false teachings. Guide learners to read the relevant content from the learning resources

and discuss it in pairs, focusing on understanding key concepts regarding cults and idol worship.

Lesson Development (30 minutes)

Step 1: Understanding Cults (10 minutes)

- Present a definition of cults from the learning resource. Discuss how they often exhibit deceptive practices.
- Ask students to share ideas about what makes a group a cult. Write down their responses and guide them towards identifying common traits, such as manipulation and isolation.

Step 2: Identifying Characteristics (10 minutes)

- Break the class into small groups and assign each group to discuss one of the following topics: idol worship, religious extremism, or devil worship.

- Each group will identify and present 2-3 key characteristics related to their topic while relating it back to what makes a cult. Use guided questions to stimulate their thinking, such as “How do these beliefs isolate individuals from mainstream society?”

Step 3: The Role of Prayer (5 minutes)

- Transition into the importance of prayer as a way to seek God’s guidance. Discuss how prayer can help individuals become aware of potential false teachings.
- Conduct a short guided prayer, emphasizing asking for the Holy Spirit's discernment in life choices.

Step 4: Daily Guidance from the Holy Spirit (5 minutes)

- Engage the class in a discussion about everyday situations where they might need guidance.
- Encourage students to share personal examples and brainstorm how they can invite the Holy Spirit into their daily decisions, emphasizing that it's a continuous practice, not just for major decisions.

Conclusion (5 minutes)

- Recap the essential points covered in the lesson by asking students what they learned about cults, the importance of discernment, and the role of prayer.
- Interactive Activity: Provide students with index cards and ask them to write one thing they will pray about this week regarding guidance and discernment. Collect the cards and encourage students to pray for each other’s intentions in pairs.
- End with a brief preview of the next session, asking: “What are some modern-day examples of the influences of cults or false teachings we may encounter?”

Extended Activities:

- Research Assignment: Students could research a specific cult or religious extremism case and prepare a short presentation on its characteristics and impacts.
- Reflection Journal: Encourage learners to maintain a weekly journal reflecting on guided prayers and the ways they feel led by the Holy Spirit in their daily lives.
- Guest Speaker: Invite someone from a local church or community organization to speak on the importance of discernment and recognizing misleading teachings.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: THE CHURCH

Sub Strand: The Gifts of the Holy Spirit

Specific Learning Outcomes:

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

- Identify characteristics of cults, idol worship, religious extremism, and devil worship.
- Pray to God always for guidance and discernment to avoid being misled by false teachings, doctrines, and cults.
- Desire to be guided by the Holy Spirit in daily life.

Key Inquiry Question:

- What are the consequences of engaging in devil worship?

Learning Resources:

- Hummingbird CRE Grade 9, page 107.

Organisation of Learning:

Introduction (5 minutes)

- Begin by reviewing the previous lesson on the role of the Holy Spirit in our lives.
- Ask students questions to engage them: "Can anyone share a time when they felt guided by the Holy Spirit?"

- Guide learners to read pages from the Hummingbird textbook related to the characteristics of cults and idol worship. Emphasize understanding key concepts.

Lesson Development (30 minutes)

Step 1: Identifying Characteristics

- Introduce the characteristics of cults and idol worship.
- Discuss how cults often manipulate followers and discourage critical thinking.
- Aim to create a list on the board as students contribute examples from their readings.

Step 2: Understanding Consequences

- Explore the consequences of engaging in devil worship and other extremisms.
- Facilitate a discussion on how these practices can affect individual lives, families, and communities.

- Assign small groups to discuss and present their views on the dangers associated with idol worship and extremism.

Step 3: The Importance of Discernment

- Share methods of discernment and guidance through prayer.
- Highlight the importance of seeking God's guidance to differentiate between true teachings and misleading doctrines.
- Lead a short prayer activity where students pray for discernment in their own lives and to realize the influence of the Holy Spirit.

Step 4: Living with the Holy Spirit

- Encourage learners to express how they wish to apply the teachings of the Holy Spirit in their daily lives.
- Discuss practical ways they can invite the Holy Spirit's guidance, such as through regular prayer, reading the Bible, and community involvement.

Conclusion (5 minutes)

- Summarize the key points discussed regarding characteristics of cults, the consequences of devil worship, and the role of discernment and the Holy Spirit.
- Conduct a quick interactive activity: Have students write down one key takeaway on a sticky note and share it with a peer.
- Preview the next lesson, which will focus on the functions of the Church in contemporary society. Encourage students to think of examples of how modern churches are addressing current issues.

Extended Activities:

- Create a project where students research and present on a specific cult or religious extremist group, focusing on the characteristics that define them and their impact on society.
- Encourage students to keep a prayer journal for a week, documenting thoughts, prayers for guidance, and reflections on how they perceive the Holy Spirit's influence in their lives.
- Implement a class debate on the topic: "Are cults more harmful than helpful to individuals in society?" They must utilize what they learned about discernment and characteristics discussed in class.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: THE CHURCH**Sub Strand: Courtship and Marriage****Specific Learning Outcomes:**

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

- Identify the meaning of courtship
- Elaborate on causes of early marriage
- Appreciate marriage as a sacred institution ordained by God

Key Inquiry Question:

- What are the causes of early marriage?

Learning Resources:

- Hummingbird CRE Grade 9, page 120

Organisation of Learning:**Introduction (5 minutes)**

- Review: Begin the lesson by briefly reviewing the previous topic discussed in class. Ask students to share any points they remember.
- Discussion of Resources: Guide learners to read a selected passage from Hummingbird CRE, page 120, focusing on courtship and marriage. Discuss the content in groups to ensure comprehension of the key concepts.

Lesson Development (30 minutes)**Step 1: Definition of Courtship (10 minutes)**

- Engage students by asking them to brainstorm what they believe courtship means based on their prior knowledge.
- Present a clear definition of courtship and facilitate discussion on its characteristics and purposes within a cultural and religious context.

Step 2: Exploring Causes of Early Marriage (10 minutes)

- Divide students into small groups and assign each group a specific cause of early marriage (e.g., cultural traditions, economic factors, lack of education, peer pressure).
- Have each group present their findings to the class, prompting them to discuss how these causes influence individuals' choices about marriage.

Step 3: Understanding Marriage as a Sacred Institution (5 minutes)

- Discuss the concept of marriage as an ordained institution by God. Encourage students to share what makes marriage sacred in their perspectives (e.g., commitment, love, companionship).
- Reference biblical teachings or doctrinal views on marriage to support this understanding.

Step 4: Reflection and Discussion (5 minutes)

- Conduct a whole-class discussion reflecting on the presentations. Pose questions to encourage critical thinking about the implications of early marriage and the sanctity of marriage.
- Link back to the key inquiry question, prompting learners to share their insights on how early marriage affects individuals and communities.

Conclusion (5 minutes)

- Summarize Key Points: Recap the definitions and concepts learned about courtship and marriage, and the main causes of early marriage.
- Interactive Activity: Conduct an interactive quiz or a 'Think-Pair-Share' activity where students can share one takeaway about the sanctity of marriage.
- Preview Next Session: Mention topics for the next lesson, such as "Challenges in Courtship and Marriage," and encourage students to think about their ideas related to it.

Extended Activities:

1. Research Project: Assign students to research different cultural practices related to courtship and marriage in various societies, focusing on how these practices differ and what values they reflect.
2. Role-Playing: Have students create role-plays demonstrating the different aspects of courtship, marriage proposals, and discussions on early marriage in a contemporary setting to illustrate the concepts studied.
3. Debate: Organize a classroom debate on the topic "Is early marriage beneficial or harmful?" This will encourage critical thinking and application of what they have learned regarding the causes and implications.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: Christian Living Today

Sub Strand: Courtship and Marriage

Specific Learning Outcomes:

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

- Identify the consequences of early marriage.
- Describe moral values and life skills needed to avoid early marriage.
- Appreciate marriage as a sacred institution ordained by God.

Key Inquiry Question:

- What are the consequences of early marriage?

Learning Resources:

- Hummingbird CRE Grade 9, page 120

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson by asking students to share what they learned about relationships and the importance of preparing for marriage.
- Guide learners to read and discuss relevant content from the learning resource, specifically focusing on the consequences of early marriage.

Lesson Development (30 minutes)**Step 1: Identifying Consequences of Early Marriage (10 minutes)**

- Have a class discussion about the potential emotional, physical, and financial consequences of early marriage.
- Students can brainstorm in small groups and list their ideas on a whiteboard. Some consequences might include interrupted education, financial hardships, or emotional stress.

Step 2: Moral Values Needed to Avoid Early Marriage (10 minutes)

- Introduce key moral values such as respect, responsibility, patience, and faith.
- Discuss each value with the class, asking students to give examples of how these values can guide their decision-making in relationships.

Step 3: Life Skills for Stronger Decisions (5 minutes)

- Talk about life skills such as effective communication, critical thinking, and goal-setting that help individuals make informed choices.
- Students can pair up and share examples of scenarios where these skills could prevent early marriage.

Step 4: Appreciating Marriage (5 minutes)

- Conclude the lesson by discussing the view of marriage as a sacred institution ordained by God.
- Ask students to reflect on why marriage is viewed as important in many cultures and religions, and have them share their thoughts in a group discussion.

Conclusion (5 minutes)

- Summarize the key points: consequences of early marriage, important moral values, and life skills.
- Conduct a brief interactive activity, like a role-play or quick reflective writing exercise, where students apply what they learned about avoiding early marriage.
- Prepare learners for the next session by highlighting that they will explore the different types of relationships and the concept of love in depth.

Extended Activities:

1. Research Project: Assign students to research a country or culture with unique views on marriage and present their findings to the class, focusing on early marriage practices.
2. Reflective Journaling: Encourage students to write about their thoughts on marriage, relationships, and how they envision their future, reflecting on the values discussed in class.
3. Service Learning: Organize a community event that promotes awareness about the importance of delaying marriage until readiness is achieved, possibly inviting speakers to share their stories.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: Christian Living Today

Sub Strand: Courtship and Marriage

Specific Learning Outcomes:

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

- List qualities to consider when choosing a marriage partner
- Analyse Christian approaches to courtship and marriage
- Appreciate marriage as a sacred institution ordained by God

Key Inquiry Question(s):

- Which qualities should you consider when choosing a marriage partner?

Learning Resources:

- Humming Bird CRE Grade 9, page 120

Organisation of Learning:

Introduction (5 minutes)

- Begin by reviewing the previous lesson on the significance of relationships in Christian contexts.
- Invite students to share their thoughts about the last topic and what they know about courtship and marriage.
- Transition to the day's lesson by guiding learners to read selected excerpts from the learning resources that relate to qualities in courtship and marriage.

Lesson Development (30 minutes)**Step 1: Identifying Qualities**

- Activity: Ask students to work in pairs to brainstorm and list qualities they think are important in a marriage partner (e.g., kindness, faith, mutual respect).
- Discussion: Have each group share their lists, while noting common themes on the board.

Step 2: Christian Perspectives on Courtship

- Instruction: Introduce key Christian principles regarding courtship by highlighting scriptural references and teachings about love, respect, and commitment.
- Activity: Conduct a guided reading session of the relevant passages in the textbook, encouraging students to underline key points that resonate with them.

Step 3: Analyzing Christian Approaches

- Group Work: Divide students into small groups and assign each group a specific aspect of Christian teachings on marriage (e.g., the roles of love, faith, and forgiveness).
- Presentation: Each group presents their findings to the class, allowing for questions and discussions after each presentation.

Step 4: Marriage as a Sacred Institution

- Discussion: Engage students in a reflection on why marriage is viewed as a sacred institution in Christianity. Prompt discussion with questions like, “What makes marriage special in the eyes of God?”
- Activity: Encourage students to write a short paragraph or personal reflection on how their views of marriage may have been influenced by their understanding of its sacredness.

Conclusion (5 minutes)

- Quickly summarize the key points: important qualities in a partner, insightful Christian perspectives on courtship, and the sacred nature of marriage.
- Conduct a brief interactive activity, such as a quick quiz game or discussion round, to reinforce the main topics covered.
- Preview the next session by introducing the topic of family relationships in Christianity and posing questions such as, “How does courtship relate to family life?”

Extended Activities:

- Reflection Journal: Ask students to maintain a journal reflecting on what they learn about courtship and marriage over the next few lessons. Encourage them to integrate personal insights and biblical references.
- Role Play: In groups, have students create a short skit that illustrates a biblical principle about marriage or courtship. They can perform this in front of the class.
- Research Assignment: Assign students to research a couple in the Bible whose relationship exemplifies strong qualities for marriage, presenting their findings to the class in a creative format (poster, presentation, etc.).

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: Christian Living Today

Sub Strand: Courtship and Marriage

Specific Learning Outcomes:

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

- Outline the importance of courtship before marriage.
- Analyse Christian approaches to courtship and marriage.
- Appreciate marriage as a sacred institution ordained by God.

Key Inquiry Question(s):

- Why is courtship important before marriage?

Learning Resources:

- Hummingbird CRE Grade 9, page 120

Organisation of Learning

Introduction (5 minutes)

1. Review the previous lesson by asking students about key concepts discussed.
2. Introduce the new topic by asking students what they think courtship is and its relevance before marriage.
3. Guide learners to read the relevant content from Hummingbird CRE, emphasizing the importance of understanding courtship and marriage concepts.

Lesson Development (30 minutes)**Step 1: Understanding Courtship (10 minutes)**

- Content: Explain what courtship is and its purpose in establishing a serious relationship before marriage. Discuss how courtship allows for deeper understanding and compatibility evaluation between partners.
- Activity: In pairs, have students discuss their thoughts on courtship and share examples of how it can help a couple before making the commitment of marriage.

Step 2: Importance of Courtship (10 minutes)

- Content: Highlight the key reasons why courtship is crucial; these may include building respect, trust, and communication skills, and understanding each other's values.

- Activity: Group discussion where students list out the benefits of courtship on the board and compare them to relationships without courtship.

Step 3: Christian Approaches to Courtship (5 minutes)

- Content: Discuss how Christian teachings approach courtship, emphasizing values such as love, respect, and commitment. Mention scriptures that highlight these values.
- Activity: Ask for volunteers to read relevant Bible verses that reflect Christian views on relationships and discuss their meanings.

Step 4: Marriage as a Sacred Institution (5 minutes)

- Content: Explain the view of marriage as sacred and ordained by God, differentiating it from casual relationships. Discuss the responsibilities that come with marriage.
- Activity: Engage students in a reflective writing exercise where they can write down their thoughts on what makes marriage special and sacred.

Conclusion (5 minutes)

1. Summarize the key points discussed: Importance of courtship, Christian views on relationships, and the sacred nature of marriage.
2. Conduct a brief interactive activity, such as a quick quiz or a "think-pair-share" session on the importance of courtship.
3. Prepare students for the next lesson by previewing further topics, such as family roles in marriage or the challenges faced after marriage.

Extended Activities:

- Journaling: Encourage students to keep a journal where they can reflect on relationships and what they learn about courtship.

- Research Project: Assign a small project where students explore different cultural views on courtship and marriage, discussing their findings in the next class.
- Role Play: Organize a role-play exercise where students can practice communication skills within the context of courtship.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLE
	GRADE 9	CRE			

Strand: Christian Living Today

Sub Strand: Courtship and Marriage

Specific Learning Outcomes:

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

- Outline the role of the church in pre-marital counseling.
- Describe virtues that both marriage partners should uphold before marriage.
- Appreciate marriage as a sacred institution ordained by God.

Key Inquiry Question(s):

- What is the role of the church in pre-marital counseling?

Learning Resources:

- Hummingbird CRE Grade 9, page 120.

Organisation of Learning:

Introduction (5 minutes)

- Begin with a short review of the previous lesson on relationships and their significance in Christian living.
- Invite students to share any thoughts or reflections they have had since the last class.
- Guide them to read selected content from the learning resource, focusing on the church's role in marriage preparation.

Lesson Development (30 minutes)

Step 1: The Role of the Church in Pre-Marital Counseling (10 minutes)

- Discuss what pre-marital counseling is and why it's important.
- Explain the church's role in this process (for example, providing guidance, teaching biblical principles related to marriage, and helping couples understand the commitment involved).
- Ask learners to think of how the church's involvement can help strengthen a marriage.

Step 2: Virtues in Marriage (10 minutes)

- Introduce key virtues that are important in a marriage (such as love, respect, communication, faithfulness, and patience).
- Have students discuss why these virtues are critical before and during marriage.
- Use scenarios or short stories to illustrate how these virtues manifest in daily life, encouraging interaction from students on examples they may have seen or experienced.

Step 3: Marriage as a Sacred Institution (5 minutes)

- Discuss the concept of marriage as a sacred covenant ordained by God.
- Highlight relevant scripture passages that support this understanding (e.g., Genesis 2:24, Hebrews 13:4).
- Encourage students to share their thoughts on what makes marriage special or sacred in their families or communities.

Step 4: Reflection and Application (5 minutes)

- Conclude with a final activity where students write down one key takeaway about either the church's role in marriage, the virtues necessary for a successful union, or the sacredness of marriage.
- Optionally, they can share their reflections with a partner.

Conclusion (5 minutes)

- Summarize the key points discussed during the lesson, highlighting the importance of the church's role, the virtues needed before marriage, and the sacredness of the institution.
- Conduct a brief interactive activity, such as a quiz or group discussion, to reinforce the main topics.
- Provide a glimpse into the next session: "Next time, we will explore the challenges couples may face in marriage and how to navigate them."

Extended Activities:

1. Group Project: Have students create a poster or presentation on the role of the church in marriages in different cultures and denominations.

2. Research Assignment: Ask students to interview a married couple (family member or friend) about the virtues they believe are essential for a healthy marriage and present their findings to the class.

3. Journal Reflection: Encourage students to keep a journal where they write about what they have learned each week regarding relationships and marriage, along with their personal reflections and questions.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: Christian Living

Today **Sub-Strand:**

Responsible Parenthood

Specific Learning Outcomes:

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

1. State the meaning of responsible parenthood.
2. Describe biblical teachings on responsible parenthood.
3. Appreciate good parenting as guided by the Bible.

Key Inquiry Question(s):

- How is responsible parenting achieved?

Learning Resources:

- Hummingbird CRE Grade 9 page 137

Organisation of Learning:

Introduction (5 minutes)

- Begin with a brief review of the previous lesson related to family dynamics and their importance in the Christian faith.
- Guide learners to read the relevant sections on responsible parenthood from Hummingbird CRE (page 137). After reading, lead a discussion highlighting key concepts.

Lesson Development (30 minutes)

Step 1: Defining Responsible Parenthood (10 minutes)

- Invite students to share their understanding of responsible parenthood. Write key ideas on the board.
- Provide a clear definition of *responsible parenthood*, emphasizing the importance of nurturing, guidance, and support as foundational aspects.

Step 2: Biblical Teachings (10 minutes)

- Discuss select biblical passages related to parenting (e.g., Proverbs 22:6, Ephesians 6:4).
- Break down these verses and their implications for modern parenting. Encourage students to reflect on how these teachings can be applied in today's context.

Step 3: Characteristics of Good Parenting (5 minutes)

- Facilitate a conversation on what makes a good parent, referencing traits such as love, patience, discipline, and communication.
- Have students list these traits and discuss why each is essential for effective parenting within a biblical framework.

Step 4: Case Studies / Scenarios (5 minutes)

- Present students with various scenarios that highlight good and poor parenting behaviors.
- In small groups, have students identify how each scenario aligns or conflicts with biblical teachings on parenting.

Conclusion (5 minutes)

- Summarize the key points discussed during the lesson regarding the definition, biblical teachings, and characteristics of good parenting.
- Engage the class in a brief interactive activity, such as a “Parenting Traits Bingo,” where they identify and mark off traits discussed in class.
- Preview the next session's topic, which will delve deeper into specific parenting challenges and solutions based on biblical principles.

Extended Activities:

1. Research Project: Research a prominent figure in Christian history known for their parenting (e.g., Saint Monica) and present findings in class.
2. Role-Play: Create a role-play script based on a parenting scenario that embodies biblical teachings, then perform it for the class.
3. Creative Writing: Write a reflective piece from the perspective of a parent discussing their challenges and how they overcome them using biblical principles.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARN ING AREA	DATE	TIME	RO LL
	GRADE 9	CRE			

Strand: Christian Living Today

Sub Strand: Responsible
Parenthood

Specific Learning Outcomes:

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

1. Outline the causes of irresponsible parenting today.
2. Use digital devices to search for the consequences of irresponsible parenting.
3. Appreciate good parenting as guided by the Bible.

Key Inquiry Question(s):

- What are the causes of irresponsible parenting?

Learning Resources:

- Hummingbird CRE Grade 9, page 137

Organisation of Learning:

Introduction (5 minutes)

- Begin with a review of the previous lesson by asking learners to recall key concepts discussed.
- Introduce the topic of irresponsible parenting by asking thoughts or initial ideas from the class.
- Guide learners to read and discuss relevant content from page 137 of the Hummingbird CRE textbook, emphasizing the importance of understanding responsible parenting.

Lesson Development (30 minutes)**Step 1: Identifying Causes of Irresponsible Parenting (10 minutes)**

- Facilitate a discussion where learners can brainstorm and list down causes they believe contribute to irresponsible parenting today. Examples may include lack of education, financial instability, and stress.
- Record their ideas on the board for reference.

Step 2: Digital Exploration of Consequences (10 minutes)

- Instruct students to use digital devices (tablets/computers) to research the consequences of irresponsible parenting.
- Provide guiding questions such as:
 - What impacts does irresponsible parenting have on children's development?

- How does it affect society as a whole?
- Ask learners to note down key findings to share with the class.

Step 3: Reflecting on Good Parenting (5 minutes)

- As a class, discuss biblical references that illustrate the importance of good parenting (e.g., Proverbs 22:6).
- Encourage students to consider how these teachings can be applied in real-life situations for wholesome family dynamics.

Step 4: Group Discussion and Sharing (5 minutes)

- Divide learners into small groups to discuss their findings on irresponsible parenting and the scriptural insights on good parenting.
- Each group presents their insights, fostering an environment for shared learning.

Conclusion (5 minutes)

- Summarize key points discussed, such as causes of irresponsible parenting, consequences found during digital exploration, and biblical teachings on parenting.
- Conduct a brief interactive quiz or a flashcard game reviewing what makes a good parent, emphasizing participation.
- Prepare learners for the next session by providing them with questions to consider: "What can we do to support good parenting within our community?"

Extended Activities:

- Research Project: Learners can individually or in groups choose a specific cause of irresponsible parenting to research further and present their findings in the next class.

- Parental Engagement: Encourage students to discuss the topic with their parents or guardians and bring back real-life examples of good parenting they observe.
- Creative Writing: Write a letter from a child's perspective addressing a parent, discussing the importance of responsible parenting guided by biblical principles.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLE
	GRADE 9	CRE			

Strand: CHRISTIAN
LIVING TODAY **Sub**

Strand: Responsible
Parenthood

Specific Learning Outcomes:

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

1. Outline ways of avoiding unplanned parenting.
2. Describe the moral values needed to avoid unplanned families.
3. Appreciate good parenting as guided by the Bible.

Key Inquiry Question(s):

- How can we avoid unplanned parenting?

Learning Resources:

- Humming Bird CRE Grade 9, page 137

Organisation of Learning

Introduction (5 minutes)

- Begin with a quick review of the previous lesson, prompting students to share their learnings briefly.
- Introduce the topic of responsible parenthood and its importance in society.
- Guide learners to read the relevant content from page 137 of the Humming Bird CRE textbook, focusing on key concepts associated with parenting.

Lesson Development (30 minutes)

Step 1: Understanding Unplanned Parenting (10 minutes)

- Discuss what constitutes unplanned parenting.
- Engage learners in a dialogue about the potential challenges it can bring, such as emotional, financial, and social implications.
- Allow students to share their thoughts or any related experiences, fostering a supportive environment.

Step 2: Outline Ways to Avoid Unplanned Parenting (10 minutes)

- Present various strategies for avoiding unplanned parenting, such as:
 - Open communication with partners.
 - Use of contraceptives and understanding reproductive health.

- Setting personal goals and considering future plans.
- Encourage discussion on the importance of education and awareness in making informed choices.

Step 3: Discussing Moral Values (5 minutes)

- Identify key moral values from Christian teachings that help in avoiding unplanned families, such as:
 - Responsibility.
 - Respect for oneself and others.
 - The importance of love and commitment in relationships.
- Facilitate a conversation on how these values influence decisions regarding relationships and parenting.

Step 4: Appreciating Good Parenting Guided by the Bible (5 minutes)

- Delve into biblical perspectives on good parenting (e.g., Proverbs 22:6, Ephesians 6:4).
- Discuss how faith can provide guidance and strength for current and future parents.
- Invite students to share passages from the Bible that speak to them about parenting or family.

Conclusion (5 minutes)

- Summarize the key points discussed during the lesson, emphasizing the importance of responsible parenting.
- Conduct a brief interactive activity, such as a role-play scenario where students can practice discussing avoiding unplanned parenting with a partner.
- Prepare learners for the next session by previewing upcoming topics on family dynamics or relationships and encouraging them to think of questions to consider for future discussions.

Extended Activities

- Research Assignment: Ask students to research famous figures in history or literature who embody good parenting principles and present their findings to the class.
- Journaling: Encourage learners to write a journal entry reflecting on their understanding of responsible parenthood and how they can apply moral values in their lives.
- Guest Speaker: Organize a session with a local family counselor or parent who can share insights on parenting responsibilities and skills.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: Christian Living Today

Sub Strand: Responsible Parenthood

Specific Learning Outcomes:

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

1. Mention the role of parents/guardians in shaping the character of their children.
2. Use digital devices to search for more information on responsible parenthood.
3. Appreciate good parenting as guided by the Bible.

Key Inquiry Question(s):

- What is the role of the parents/guardians in shaping the character of the children?

Learning Resources:

- Humming Bird CRE Grade 9, page 137

Organisation of Learning
Introduction (5 minutes)

- Begin the class with a quick review of the last lesson to activate prior knowledge.
- Read and discuss the relevant content from the learning resources, focusing on the definitions and concepts of responsible parenthood.

Lesson Development (30 minutes)

Step 1: Discussion of Roles (10 minutes)

- Lead a guided discussion on the various roles of parents and guardians. What specific qualities or actions contribute to a child's character development?
- Suggested Questions:
 - How do parents influence their children's behavior?
 - Can you provide examples of positive parenting actions?

Step 2: Research Activity (10 minutes)

- Divide students into pairs or small groups and provide tablets or laptops for research. Each group will search for additional information about responsible parenthood on the internet.
- Suggested Websites: Parenting.org, FamilyFirst.com, or relevant articles.

Step 3: Presentation of Findings (5 minutes)

- Each group will present one key finding regarding responsible parenthood from their research. Encourage them to connect their points back to Biblical teachings.

Step 4: Reflection and Appreciation (5 minutes)

- Guide students in reflecting on the importance of good parenting, emphasizing how responsible parental behavior aligns with Christian values. Discuss Biblical references that support these values.

Conclusion (5 minutes)

- Summarize key points discussed during the lesson, including the critical role of parents and how they shape character.
- Conduct a brief interactive activity, such as a “Think-Pair-Share” where students share their thoughts on the impact of good parenting.
- Prepare learners for the next session by previewing upcoming topics related to the importance of community in parenting.

Extended Activities

1. Family Interview Project: Students can interview a parent or guardian about their insights on raising children and share their experiences with the class.
2. Reflective Essay: Write a one-page essay on what qualities they think are essential for a good parent and how these can be supported with scripture.
3. Create a Parenting Guide: In groups, create a simple parenting guide based on Biblical principles that can help new parents.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLE
	GRADE 9	CRE			

Strand: Christian Living Today

Sub Strand: Responsible Parenthood

Specific Learning Outcomes:

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

- Identify the values needed for responsible parenting
- Role play good parenting
- Appreciate good parenting as guided by the Bible

Key Inquiry Question:

- What is the importance of good parenting?

Learning Resources:

- Hummingbird CRE Grade 9, page 137

Organisation of Learning:

Introduction (5 minutes)

- Begin with a brief review of the previous lesson about family values and roles within a family.
- Ask students to share what they remember about the key concepts.
- Guide learners to read the relevant content from the learning resources, focused on identifying the qualities involved in good parenting.

Lesson Development (30 minutes)

Step 1: Identify Values Needed for Responsible Parenting (10 minutes)

- Lead a class discussion on the essential values for responsible parenting such as love, patience, respect, communication, and support.
- Write their responses on the board.
- Encourage students to reflect on how these values can make a difference in parenting.

Step 2: Group Breakout: Scenario Discussion (10 minutes)

- Divide the class into small groups, and give each group a parenting scenario (e.g., a teenager struggling with school, a child who is upset, etc.).
- Students discuss the values needed in their scenario and how they would apply these values in real life to resolve the situation.

Step 3: Role Play Exercise (5 minutes)

- Ask each group to choose one scenario to role-play in front of the class.
- Encourage creativity and practical application of the values discussed in the previous steps.

Step 4: Biblical Reflection (5 minutes)

- Gather the class back together.
- Discuss relevant Bible verses that emphasize good parenting (e.g., Proverbs 22:6).
- Ask students how these verses can be applied in everyday parenting situations, reinforcing the importance of faith in parenting.

Conclusion (5 minutes)

- Summarize the key points discussed: the values needed for responsible parenting, the role- playing experience, and biblical guidance on parenting.
- Conduct a brief interactive activity such as a “values matching game” where students match parenting values to their meanings.
- Briefly preview the next session which will delve more into the responsibilities of parents and the effects of parenting styles on children.

Extended Activities:

- Parenting Interview: Students can interview a parent or guardian about their experiences, values, and challenges in parenting, and then share their findings in class.
- Creative Project: Learners can create a poster or presentation about a particular value in parenting, including biblical support and practical steps for implementation.

- Journaling: Encourage students to reflect in journals about what they have learned, how they view parenting, and which values they find most applicable to their lives and future.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARN ING AREA	DATE	TIME	RO LL
	GRADE 9	CRE			

Strand: Christian
Living Today **Sub**
Strand: Leisure

Specific Learning Outcomes:

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

- Outline different ways of spending leisure time.
- Use digital devices to observe pictures of active and passive forms of leisure.
- Appreciate the good use of leisure.

Key Inquiry Question(s):

- How do you spend your leisure time?

Learning Resources:

- Humming Bird CRE Grade 9, page 148

Organisation of Learning:

Introduction (5 minutes)

- Start with a brief review of the previous lesson focused on the concept of leisure.
- Ask students to share their own experiences of leisure time and what they remember from last week's discussion.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding key concepts like active vs. passive leisure activities.

Lesson Development (30 minutes)**Step 1: Outline Different Ways of Spending Leisure Time (10 minutes)**

- Initiate a discussion about different leisure activities (e.g., sports, reading, watching movies, spending time with friends).
- Ask students to brainstorm and list these activities on the board.
- Highlight the differences between active leisure (e.g., sports, dance) and passive leisure (e.g., watching TV, reading quietly).

Step 2: Introduction to Active and Passive Leisure (10 minutes)

- Use digital devices (tablets/computers) to show students pictures of both active and passive leisure activities.

- Discuss the benefits of each type of leisure activity and how they contribute to mental and physical well-being.
- Encourage students to think about which type of leisure activities they engage in most.

Step 3: Group Discussion on Leisure Time Choices (5 minutes)

- Divide students into small groups and have them discuss how they currently spend their leisure time.
- Each group will identify one active and one passive leisure activity they enjoy.
- Have them prepare to share their responses with the class.

Step 4: Reflection on the Good Use of Leisure (5 minutes)

- Regroup and facilitate a conversation on what it means to "appreciate good use of leisure."
- Ask students to reflect on how leisure can be used positively for personal growth, relationships, and health.
- Discuss how they can balance their leisure activities for their benefit.

Conclusion (5 minutes)

- Summarize key points discussed, ensuring students can articulate the difference between active and passive leisure.
- Conduct a brief interactive activity, like a quick quiz or a game, to reinforce the main topics learned.
- Prepare learners for the next session by previewing upcoming topics such as "Leisure and Community Engagement."

Extended Activities:

- Have students create a daily leisure activity log for one week to monitor how much time they spend on different types of leisure.
- Encourage students to research and present on a leisure activity from another culture, looking at its significance and benefits.
- Organize a "Leisure Fair" where students can demonstrate or introduce a leisure activity to their peers.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARN ING AREA	DATE	TIME	RO LL
	GRADE 9	CRE			

Strand: Christian
Living Today **Sub**
Strand: Leisure

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:
- Outline how youths misuse leisure today.
- Describe consequences of misuse of leisure.
- Appreciate good use of leisure.

Key Inquiry Question:

- Why do youths misuse leisure today?

Learning Resources:

- Hummingbird CRE Grade 9, page 148

Organisation of Learning

Introduction (5 minutes)

- Begin with a quick review of the previous lesson on Christian living principles.
- Ask students to share their thoughts on how leisure time is spent in their lives.
- Introduce the topic of leisure misuse by guiding learners to read and discuss the relevant content from Hummingbird CRE. Focus on highlighting key concepts about leisure and its significance in a young person's life.

Lesson Development (30 minutes)**Step 1: Identifying Misuses of Leisure (10 minutes)**

- Facilitate a class discussion on common leisure activities among youths (e.g., gaming, social media, watching TV).
- Ask students to brainstorm and list ways in which these activities can be misused (e.g., excessive screen time, neglecting responsibilities).

Step 2: Consequences of Misuse (10 minutes)

- Divide students into small groups to discuss the negative consequences of misusing leisure time.
- Prompt them to think critically about areas such as academic performance, physical health, mental health, and social relationships.

- Groups will present their findings to the class.

Step 3: Appreciating Good Use of Leisure (5 minutes)

- Shift the focus to positive recreational activities, such as sports, reading, volunteering, or spending time with family.
- Encourage students to discuss how these alternatives can enhance well-being and development.

Step 4: Reflective Discussion (5 minutes)

- Conclude by asking students to reflect on their own leisure habits and how they can improve them.
- Facilitate a discussion on personal commitments to better manage leisure time in light of the lessons learned.

Conclusion (5 minutes)

- Summarize the key points covered in the lesson: how youths misuse leisure, the consequences of that misuse, and the importance of using leisure wisely.
- Conduct a brief interactive activity where each student shares one positive leisure activity they will commit to trying.
- Preview the next session, encouraging students to think about the upcoming topic of balancing leisure with responsibilities.

Extended Activities:

- Personal Leisure Journal: Encourage students to keep a week-long journal documenting their leisure activities, reflecting on whether they were positive or negative uses of their time.

- Research Project: Have students research and present on a positive leisure activity they can engage in over the next month (e.g., starting a new sport, reading a book series).
- Community Service Initiative: Encourage students to organize a community service project as a way to spend their leisure time positively.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: Christian
Living Today **Sub-**
Strand: Leisure

Specific Learning Outcomes:

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

- Establish six Christian moral values needed to avoid alcohol, drug, and substance abuse.
- Describe the effects of alcohol, drug, and substance abuse.
- Appreciate the good use of leisure.

Key Inquiry Question(s):

- Which Christian moral values are needed to avoid alcohol, drug, and substance abuse?

Learning Resources:

- Hummingbird CRE Grade 9, page 148

Organisation of Learning:

Introduction (5 minutes)

- Begin by reviewing the previous lesson focusing on Christian living principles.
- Guide learners to read and discuss relevant content from the Hummingbird CRE text, emphasizing key concepts related to Christian moral values.

Lesson Development (30 minutes)

- The lesson will be divided into four distinct steps:

Step 1: Identify and Discuss Christian Moral Values (10 minutes)

- Engage students in a brainstorming session to list Christian moral values such as love, respect, responsibility, honesty, self-control, and community.
- Discuss why each is important in avoiding alcohol and substance abuse.

Step 2: Effects of Alcohol and Substance Abuse (10 minutes)

- Present and describe the negative physical, psychological, and social effects of alcohol and drug abuse.
- Facilitate a discussion about real-life consequences and personal stories that can exemplify these effects.

Step 3: Understanding Leisure Use (5 minutes)

- Transition to a discussion on leisure time and its significance.

- Highlight how good use of leisure can prevent engagement in substance abuse (e.g., hobbies, sports, volunteering).

Step 4: Relating Values to Leisure Choices (5 minutes)

- Connect the discussed Christian moral values with decision-making in leisure activities.
- Encourage students to suggest positive leisure activities that align with these values.

Conclusion (5 minutes)

- Summarize key points: the six moral values identified, the effects of substance abuse, and the importance of leisure.
- Conduct a brief interactive activity where students must match a moral value to a leisure activity that upholds that value.
- Preview next session's topic, hinting at a deeper look into addiction and recovery.

Extended Activities:

- Research Project: Assign students to research a Christian organization that helps those affected by substance abuse and present their findings to the class.
- Values Journal: Encourage students to keep a weekly journal reflecting on how they practiced the identified moral values in their everyday lives.
- Role Play/Drama: Have students create short skits that depict scenarios involving the choice between substance abuse and positive leisure activities.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CRE			

Strand: Christian
Living Today **Sub**
Strand: Leisure

Specific Learning Outcomes:

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

- State ways of avoiding idleness
- Utilize Christian moral values to avoid alcohol, drug, and substance abuse
- Appreciate the good use of leisure

Key Inquiry Question:

- How can you avoid idleness?

Learning Resources:

- Hummingbird CRE Grade 9 page 148

Organisation of Learning**Introduction (5 minutes)**

1. Review Previous Lesson: Begin by asking students what they remember from the last lesson, focusing on any discussions related to leisure and its impact on Christian living.
2. Discussion & Reading: Guide learners to read page 148 from the Hummingbird CRE textbook. Discuss the content as a class, focusing on the concepts of idleness, moral values, and the use of leisure time.

Lesson Development (30 minutes)**Step 1: Identifying Idleness (10 minutes)**

- Activity: Ask students to brainstorm what idleness means. Discuss examples of how idleness can manifest in everyday life.
- Key Point: Explain that idleness can lead to negative behaviors and choices, particularly involving substance use.

Step 2: Ways to Avoid Idleness (10 minutes)

- Discussion: Facilitate a discussion on practical activities that can fill leisure time positively (e.g., sports, reading, volunteering).
- Group Activity: Have students form small groups to create a poster on creative ways to spend leisure time that avoids idleness and promotes Christian values.

Step 3: Christian Moral Values and Substance Abuse (5 minutes)

- Lecture: Present Christian moral teachings relevant to avoiding alcohol and drugs. Encourage students to think critically about how these values can influence their choices.
- Reflection: Prompt students to reflect on personal decisions and how their beliefs shape their actions.

Step 4: Appreciating Good Use of Leisure (5 minutes)

- Share Examples: Encourage students to share personal experiences where they felt they used their leisure time well and positively impacted themselves and others.
- Conclusion of Lesson Development: Highlight the importance of making thoughtful choices in how we spend our leisure time.

Conclusion (5 minutes)

1. Summarize Key Points: Recap the discussion, emphasizing ways to avoid idleness, the importance of Christian morals, and the appreciation of good leisure activities.
2. Interactive Activity: Conduct a quick 'think-pair-share' where students discuss in pairs one new activity they plan to try to avoid idleness.
3. Preview Next Session: Inform learners about the next lesson topic related to Christian living and invite them to think about how their values will guide their choices.

Extended Activities:

- Journaling Assignment: Have students keep a leisure journal for a week, documenting their activities and reflecting on how they contribute to their growth as individuals and Christians.
- Community Service Project: Organize a volunteer day where students partake in community service, demonstrating the positive use of leisure time while enhancing their values.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLE
	GRADE 9	CRE			

Strand: Christian Living Today

Sub Strand: Wealth, Money, and Poverty

Specific Learning Outcomes:

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

1. List the vices associated with the love of money.
2. Describe Christian teachings on wealth, money, and poverty.
3. Express a desire to acquire wealth through credible means.

Key Inquiry Question:

- Which vices are associated with the love of money?

Learning Resources:

- Hummingbird CRE Grade 9, page 160

Organisation of Learning:

Introduction (5 minutes)

- Review: Begin with a quick recap of the previous lesson focused on Christian principles in daily living.
- Preview: Introduce the topic of wealth, money, and poverty, highlighting its relevance to daily life.
- Discussion: Guide learners to read excerpts from page 160 in the Hummingbird CRE textbook and discuss the key concepts with the class.

Lesson Development (30 minutes)

Step 1: Identify Vices (10 minutes)

- Activity: Ask students to brainstorm and list vices associated with the love of money (e.g., greed, dishonesty, selfishness).
- Discussion: Go through the list and define each vice, emphasizing how they can affect personal relationships and society.

Step 2: Christian Teachings on Wealth (10 minutes)

- Presentation: Introduce key Christian teachings on wealth and money (e.g., the dangers of greed as stated in 1 Timothy 6:10, the importance of sharing and generosity).

- Group Work: In small groups, have learners discuss how these teachings apply to real-life situations today.

Step 3: Poverty and its Importance (5 minutes)

- Lecture: Discuss the Christian perspective on poverty, stressing compassion and support for the poor (e.g., Matthew 25:40).
- Reflective Question: Pose a question about how the class can demonstrate Christian values toward the poor in their communities.

Step 4: Credible Ways to Acquire Wealth (5 minutes)

- Discussion: Talk about different ways to acquire wealth (e.g., hard work, education, integrity in business settings).
- Individual Reflection: Ask students to write down one way they can focus on earning wealth legitimately and how they can ensure they don't fall into the vices discussed earlier.

Conclusion (5 minutes)

- Summary: Recap the main points covered in the lesson: the vices associated with money, the Christian perspective on wealth, and the importance of earning money ethically.
- Interactive Activity: Conduct a quick quiz or group vote on the most impactful teaching learned today.
- Preview: Briefly outline what the next lesson will cover related to the broader topic of Christian living.

Extended Activities:

1. Research Project: Have students choose a historical or contemporary figure who exemplifies ethical wealth accumulation and present their findings to the class.
2. Community Service: Encourage students to participate in a service project that directly supports those in poverty, reflecting Christian values of compassion and support.
3. Journal Entry: Ask students to write a reflection on how the love of money can lead to negative consequences they have observed in society or their lives.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLE
	GRADE 9	CRE			

Strand: CHRISTIAN
LIVING TODAY **Sub**
Strand: Wealth, Money, and
Poverty

Specific Learning Outcomes:

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

1. Identify how the love for money can hinder one from inheriting the kingdom of God.
2. Assess five causes and remedies of poverty in society today.
3. Desire to acquire wealth through credible ways.

Key Inquiry Question(s):

- What are the causes of poverty in society today?

Learning Resources:

- Hummingbird CRE Grade 9, Page 160

Organisation of Learning:**Introduction (5 minutes)**

1. Review the previous lesson on Christian living principles and how they relate to wealth and poverty.
2. Guide learners to read excerpts from page 160 of the Hummingbird CRE textbook. Focus on identifying key concepts about wealth and the pitfalls associated with a strong love for money.

Lesson Development (30 minutes)**Step 1: The Love of Money (10 minutes)**

- Discuss the biblical perspective on the love of money using relevant scripture (e.g., 1 Timothy 6:10).
- Prompt a class discussion on how an excessive desire for wealth can affect one's relationships and faith.

Step 2: Causes of Poverty (10 minutes)

- Introduce five significant causes of poverty today, such as:
 - Lack of education
 - Unemployment
 - Economic inequality

- Natural disasters
- Poor governance
- Encourage group work, with each group discussing one cause and sharing their thoughts with the class.

Step 3: Remedies for Poverty (5 minutes)

- After discussing causes, lead a brainstorming session on potential remedies to combat poverty.
- Discuss community support programs, education initiatives, microfinance, and responsible government policies as possible solutions.

Step 4: Acquiring Wealth Responsibly (5 minutes)

- Talk about the importance of acquiring wealth through ethical means. Discuss concepts such as entrepreneurship, hard work, and financial literacy.
- Encourage students to share ideas about how they can pursue financial success while maintaining their values.

Conclusion (5 minutes)

1. Summarize the key points covered: love of money, causes and remedies of poverty, and ways to acquire wealth ethically.
2. Conduct a brief interactive activity, such as a "think-pair-share," where students share one takeaway from the lesson with a partner.
3. Prepare learners for the next session by previewing topics related to stewardship and responsible financial management.

Extended Activities:

- Research Project: Assign students to choose one cause of poverty and investigate it further, compiling their findings into a presentation.
- Community Service: Encourage students to engage in a community service project focused on helping those in poverty, as a way to practice the principles discussed.
- Visit a local charity or social enterprise and write a reflection on how they help address poverty in the community.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARN ING AREA	DATE	TIME	RO LL
	GRADE 9	CRE			

Strand: CHRISTIAN
LIVING TODAY **Sub**
Strand: Wealth, Money, and
Poverty

Specific Learning Outcomes:

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

- Mention five ethical ways of acquiring wealth as a youth.
- Describe the importance of handling money and wealth with integrity.
- Develop a desire to acquire wealth through credible ways.

Key Inquiry Question:

- Why is integrity important in handling money and wealth?

Learning Resources:

- Humming Bird CRE Grade 9, page 160

Organisation of Learning

Introduction (5 minutes)

- Review the previous lesson on definitions of wealth and poverty, encouraging students to share their thoughts.
- Ask students to take out their Humming Bird CRE textbooks and read aloud key concepts from page 160 that relate to ethics in wealth acquisition and integrity. Discuss any difficult terms or ideas to ensure understanding.

Lesson Development (30 minutes)

Step 1: Identifying Ethical Ways to Acquire Wealth (10 minutes)

- Engage students in a brainstorming activity to list ethical ways of acquiring wealth. Encourage them to think critically about industries or activities they can engage in.
- After collecting responses, guide students to narrow down their answers to five key ethical methods, such as:
 1. Starting a small business.
 2. Having a part-time job.
 3. Investing in education.
 4. Engaging in charitable work that pays fair wages.
 5. Using skills or talents to earn money (e.g. tutoring, crafting).

Step 2: Understanding Integrity in Financial Matters (10 minutes)

- Facilitate a discussion on what integrity means. Ask students why they think integrity is necessary when handling money.
- Highlight examples of integrity in financial matters from the text and discuss the potential consequences of handling money dishonestly. Make sure students understand the connection between integrity and trustworthiness in financial dealings.

Step 3: Group Discussion and Role-Play (5 minutes)

- In small groups, have students create short skits that demonstrate either a positive or negative scenario involving money and integrity.
- After several groups perform their skits, discuss as a class what was portrayed and what can be learned from the examples.

Step 4: Reflection and Commitment (5 minutes)

- Have students reflect individually on how they can acquire wealth ethically and handle it with integrity.
- Provide them with a worksheet where they can write a personal commitment to strive for integrity in their financial decisions.

Conclusion (5 minutes)

- Recap the key points of the lesson: ethical ways to earn wealth and the importance of integrity in financial matters.
- Conduct a quick interactive activity, such as a 'Think-Pair-Share' where students discuss their commitments with a partner before sharing with the class.
- Preview the next lesson on "the impact of wealth on society" and encourage students to think about questions like "How does wealth influence power?"

Extended Activities

- Encourage students to research a local young entrepreneur who has successfully built a business ethically; they can create a presentation to share in the next class.
- Assign a reflective essay on how they can apply integrity in their everyday financial decisions, whether it be in spending, saving, or earning money.

Teacher Self-Evaluation: