

RATIONALISED CBE LESSON PLANS

GRADE : 5

TERM : THREE

YEAR : 2025

LEARNING AREA: CRE

TEACHERS NAME:

SCHOOL:.....

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: The Church

Sub Strand: The early church

Specific Learning Outcomes:

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

1. Identify various definitions of unity of believers in the early church.
2. Outline activities that promoted unity among believers in the early church.
3. Appreciate the importance of unity of believers in our society.

Key Inquiry Question(s):

- Why is unity important in the church today?

Core competencies	Values	PCIs
☐ Communication and Collaboration ☐ Learning to learn ☐ Digital literacy ☐ Creativity	☐ Social justice ☐ Unity ☐ Respect	☐ Citizenship

Learning Resources:

- Good News Bible
- Growing in Christ CRE Grade 5, Page 74

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

- Review the previous lesson on the role of the church in the community.
- Introduce the concept of unity by asking students what they think 'unity' means.
- Guide learners to read Acts 2:42-47 together, focusing on the activities of the early church.

Lesson Development (25 minutes):**Step 1: Defining Unity**

- Facilitate a discussion where learners share their definitions of unity.
- Write key points on the board, including: "working together," "being one," and "supporting each other."

Step 2: Activities Promoting Unity

- Ask students to list the activities that the early church engaged in (as mentioned in Acts 2:42-47), such as sharing meals, praying together, and teaching.
- As a class, categorize these activities under headings such as "Worship," "Fellowship," and "Service."

Step 3: Importance of Unity

- In small groups, have students discuss why unity is important in their lives today, specifically at school, home, and in church.
- Each group will share one reason with the class.

Step 4: Relating to Current Context

- Guide learners in connecting the unity of the early church to modern-day challenges (e.g., conflict, bullying).
- Discuss how they can practice unity in their own lives.

Conclusion (5 minutes):

- Summarize the importance of unity and the activities that foster it, referencing the definitions discussed earlier.
- Conduct a quick matching game on the board, where students match definitions of unity with examples from the early church's activities.
- Prepare learners for the next session by giving a preview of upcoming topics, such as how individuals can contribute to unity in their communities.

Extended Activities:

- Creative Expression Activity: Ask students to create a poster illustrating one activity that promotes unity in their school or home. They can include drawings, pictures, and words of encouragement.

- Role-Playing Activity: Have students work in pairs to create a short skit demonstrating a scenario where unity is needed, either at school or in the church.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: The Church

Sub Strand: The Early Church

Specific Learning Outcomes:

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

- 1.State various definitions of unity of believers in the early church.
2. Explain strategies used by Christians today to promote unity.
3. Desire to promote unity.

Key Inquiry Questions:

- How is the church involved in charity work today?
- What acts of charity and mercy are done by churches today?
- How can we promote unity within our community?

Core competencies	Values	PCIs
❑ Communication and Collaboration ❑ Learning to learn ❑ Digital literacy ❑ Creativity and Imagination ❑ Critical thinking and Problem Solving	❑ Social justice ❑ Unity ❑ Respect	❑ Citizenship

Learning Resources:

- Good News Bible
- Growing in Christ CRE Grade 5

- Digital devices for video viewing

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

- Revisit the key concepts of the previous lesson about the early church and its importance.
- Engage learners in a brief discussion about what they learned regarding the unity of believers.

Lesson Development (25 minutes):

Step 1: Understanding Unity in the Early Church

- Read a passage from the Good News Bible that discusses the early church and its unity (e.g., Acts 2:42-47).
- Discuss definitions of unity as described in the passage. Ask students to share their own thoughts on how unity is important in a community.

Step 2: Video Viewing on Charity Work

- Introduce a short video clip showcasing different ways churches help the needy today.
- After watching, discuss the various acts of charity. Prompt students to identify specific examples mentioned in the video.

Step 3: Strategies to Promote Unity Today

- Split students into small groups to brainstorm strategies they think churches and individuals can use to promote unity.
- Groups will present their ideas to the class, encouraging dialogue about how these strategies can affect their community positively.

Step 4: Planning a Charitable Activity

- Discuss the importance of taking action. Guide students to organize a charitable activity that could support an orphaned children's home.
- Brainstorm ways they can contribute (e.g., a fundraiser, donation drive) and assign roles for the activity planning.

Conclusion (5 minutes):

- Recap the key points learned about the unity of believers and charity work today.
- Reinforce the importance of promoting unity in their community.

- Conduct an interactive activity, such as a quick share circle where each student expresses something they learned or will do to promote unity.
- Preview the next lesson, which will explore how we can continue to support unity and charity in more depth.

Extended Activities:

- Community Reflection Journal: Have students write a short journal entry about acts of kindness they have experienced or witnessed in their community, emphasizing unity.
- Charity Research Project: Task students to research a charitable organization in their area and present its mission, values, and how it promotes unity.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: The Church

Sub Strand: The Early Church

Specific Learning Outcomes:

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

1. State various definitions of unity of believers in the early church.
2. Explain strategies used by Christians today to promote unity.
3. Desire to promote unity.

Key Inquiry Questions:

- What acts of charity and mercy are done by churches today?
- How can we use digital devices to learn more about helping the needy?
- What strategies are used to promote unity within our community?

Core competencies	Values	PCIs
❑ Communication and Collaboration ❑ Learning to learn ❑ Digital literacy ❑ Creativity and Imagination ❑ Critical thinking and Problem Solving	❑ Social justice ❑ Unity ❑ Respect	❑ Citizenship

- How can we organize a charitable activity for an orphaned children's home?

Learning

Resource

s:

- Good

News

Bible

- Growing in Christ CRE Grade 5
- Digital devices (tablets or computers for video viewing)

Organisation of Learning:

Introduction (5 minutes):

- Begin the class with a brief review of the previous lesson discussing the early church.
- Guide learners to read a relevant passage from the Good News Bible that highlights early Christian unity (e.g., Acts 2:42-47).
- Discuss the passage, focusing on how early believers supported one another and worked together.

Lesson Development (25 minutes):

Step 1: Understanding Charity in the Church Today

- Ask students what they think "charity" means. Write their ideas on the board.
- Show a short video clip (3-5 minutes) on current church activities that help the needy (e.g., food drives, shelter initiatives).
- Discuss the video, prompting students to share their thoughts on the importance of charity.

Step 2: Exploring Unity in the Early Church

- Discuss definitions of unity. Ask students to think about how unity can be seen in a community.
- Split students into small groups and give each group a different example of early church unity (e.g., sharing resources, communal worship).

- Have groups present their examples to the class.

Step 3: Strategies for Promoting Unity Today

- Engage the class in discussing strategies that can promote unity. Possible ideas include: volunteering together, church services that include everyone, and support groups.

- Write their ideas on the board.

Step 4: Planning a Charitable Activity

- Introduce the idea of organizing an activity to help an orphaned children's home.
- In small groups, have students brainstorm potential activities (e.g., a bake sale, clothing drive) and discuss who could be involved and how to raise support.

Conclusion (5 minutes):

- Summarize the key points discussed: the importance of charity, examples of unity in the early church, and steps to promote unity in today's world.
- Conduct a quick interactive game (e.g., a "unity bingo" where students find classmates who have participated in community service) to reinforce learning.
- Preview the next session, which will focus on how individuals can take personal responsibility in promoting unity and charity.

Extended Activities:

- Service Learning Project: Encourage students to participate in community service outside school and report back on their experiences.
- Reflection Journal: Have students write a brief reflection on what unity means to them and how they can contribute to their community.
- Research Assignment: Ask students to research a charitable organization and present their findings on how it promotes unity and helps those in need.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: The Church

Sub Strand: The Lord's Supper

Specific Learning Outcomes:

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

1.State the events that took place during the Lord's Supper

2. Explain the significance of the Lord's Supper to

Christians today 3.Desire to participate in the Lord's

Table

Key Inquiry Questions:

- What events took place during the Lord's Supper as recorded in Luke 22:14-20?

- Why is the Lord's Supper significant for Christians today?

- How can we use digital resources to enhance our learning about the Lord's Supper?

Core competencies	Values	PCIs
❑ Communication and Collaboration ❑ Learning to learn ❑ Digital literacy ❑ Creativity and Imagination ❑ Critical thinking and Problem Solving	❑ Social justice ❑ Unity ❑ Respect	❑ Citizenship

Learning

Resource

s:

- Good

News

Bible

- Growing in Christ CRE Grade 5 (Page 77)

- Digital devices (for video clip)

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on Jesus's life and teaching.

- Ask students to recall what they learned about Jesus and how He interacted with His friends.

- Introduce the topic of the Lord's Supper as a special meal shared by Jesus and His disciples.

Lesson Development (25 minutes):

Step 1: Reading the Scripture

- Distribute Good News Bibles and guide students to read Luke 22:14-20 together.

- Discuss the story: Who was present? What did Jesus do? What words did He say during the meal?

Step 2: Discuss the Events

- In small groups, have students discuss the main events of the Lord's Supper. Use guiding questions:

- Why do you think Jesus chose a meal to share these important teachings?

- How did the disciples react to Jesus's words and actions?

Step 3: Explore Significance

- Gather as a class and discuss the significance of the Lord's Supper today.
- Ask:
 - What does the bread and wine represent?
 - Why do Christians continue to celebrate the Lord's Supper

Step 4: Watch a Video

- Use digital devices to show a short video clip about the Lord's Supper.
- After the video, facilitate a brief discussion about what they observed and learned from the video.

Conclusion (5 minutes):

- Summarize the key points discussed today: the events of the Last Supper, its significance, and the communal aspect of the Lord's Table.
- Conduct a quick interactive activity where students share one new thing they learned or how they feel about participating in the Lord's Supper.
- Encourage students to ponder why it's important to remember this event while preparing for the next session.

Extended Activities:

- Creative Reflection: Have students create a drawing or poster that represents their understanding of the Lord's Supper. They can include symbols like bread, wine, and the disciples.
- Role Play: In pairs or small groups, have students reenact the Lord's Supper, focusing on dialogue and the actions of Jesus and the disciples.
- Journaling: Encourage students to write a short journal entry about how they feel about the idea of sharing a meal with friends or family and how it connects to the Lord's Supper.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: The Church

Sub-Strand: The Lord's Supper

Specific Learning Outcomes:

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

1. State the events that took place during the Lord's Supper.
2. Identify the values required during the celebration of the Lord's Table/Eucharist today.
3. Desire to participate in the Lord's Supper.

Key Inquiry Questions:

- What are the values required when partaking in the Eucharist?

Core competencies	Values	PCIs
- Communication and Collaboration - Learning to learn - Digital literacy - Creativity and Imagination - Critical thinking and Problem Solving	- Social justice - Unity - Respect	Citizenship

- How do we discuss the importance of celebrating the Lord's Supper with our families?

Learning Resources:

- Good News Bible

- Growing in Christ CRE Grade 5

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

- Begin with a brief review of the previous lesson about the Lord's Supper.
- Prompt students with questions such as, "What do you remember about the Last Supper?"
- Guide students to read a specific passage from the Good News Bible that describes the Last Supper, encouraging group discussion on key concepts.

Lesson Development (25 minutes):**Step 1:** Recap of the Last Supper

- Students will summarize the events of the Last Supper based on the reading.
- Use a visual aid (like a drawing or a timeline) to illustrate the key moments (e.g., Jesus breaking the bread and sharing wine).

Step 2: Values of the Eucharist

- Discuss the values that Christians should embody when partaking in the Eucharist today, such as love, forgiveness, humility, and unity.
- Split students into small groups to brainstorm and list these values, then share with the class.

Step 3: Importance of Participation

- Engage learners in a discussion about why participating in the Eucharist is important for Christians.
- Encourage students to reflect on their feelings about joining in this sacred ritual.

Step 4: Family Discussion Setup

- Explain the importance of family discussions regarding faith practices.
- Prompt students to think of specific questions they can ask their parents about the Eucharist and its significance in their lives.

Conclusion (5 minutes):

- Summarize the day's learning, emphasizing the key points made during the lesson.
- Conduct a brief interactive activity, such as a quick quiz or a group reflection, to reinforce the concepts covered.
- Provide a sneak peek into the next lesson, perhaps leading into another aspect of worship or service in the Church.

Extended Activities:

- Family Interview: Students can interview a family member about their experiences with the Lord's Supper, and report back to the class.
- Eucharist Values Poster: Create a poster that illustrates one of the values discussed during the lesson, using drawings or symbols to convey the meaning.
- Role Play: In groups, students can act out the events of the Last Supper, focusing on the emotions and significance of each action.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: The Church

Sub Strand: The role of the Holy Spirit

Specific Learning Outcomes:

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

1. Identify the gifts of the Holy Spirit.
2. Explain how the gifts of the Holy Spirit have helped in promoting God's work.
3. Appreciate the role of the gifts of the Holy Spirit in his/her life.

Key Inquiry Questions:

- What are the gifts of the Holy Spirit as mentioned in 1 Corinthians 12:11?
- How are the gifts of the Holy Spirit important to Christians

Core competencies	Values	PCIs
? Communication and Collaboration ? Learning to learn ? Digital literacy ? Creativity and Imagination ? Critical thinking and Problem Solving	? Social justice ? Unity ? Respect	? Citizenship

today?

Learning Resources:

- Good News Bible
- Growing in Christ CRE Grade 5 (Page 81)

Organization of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson: What was learned about the Holy Spirit and His significance in Christianity?
- Ask students if they remember any specific attributes or actions of the Holy Spirit from prior discussions.
- Introduce the current lesson by highlighting that they will learn about the gifts of the Holy Spirit and their importance.

Lesson Development (25 minutes):

Step 1: Identify the Gifts of the Holy Spirit

- Read 1 Corinthians 12:11 aloud as a class.
- Discuss the gifts of the Holy Spirit, such as wisdom, understanding, counsel, fortitude, knowledge, piety, and fear of the Lord.
- Have students list these gifts on the board.

Step 2: Discuss the Importance of the Gifts

- Lead a discussion on how each gift can help Christians in their daily lives and contribute to the work of God.
- Provide examples from church activities or community service where these gifts can be applied effectively.

Step 3: Personal Reflection

- Ask students to think of a time when they or someone they know used one of the gifts of the Holy Spirit.
- Students can share their reflections with a partner, encouraging personal connections to the gifts.

Step 4: Group Activity

- Divide the class into small groups.
- Assign each group one gift of the Holy Spirit to create a small poster depicting the gift, its meaning, and an example of how it can be expressed in our lives.
- Allow groups to present their posters to the class.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson, emphasizing the gifts of the Holy Spirit and their relevance.
- Conduct a brief interactive activity where students name one gift of the Holy Spirit and one way they can use it in the coming week.
- Encourage students to reflect on how these gifts can help them in their relationship with God and others as a preview for the next session.

Extended Activities:

1. Personal Journal Reflection: Have students keep a journal for a week where they write about experiences related to the gifts of the Holy Spirit they notice in their own lives or in others.
2. Service Project: Encourage students to participate in a community service project where they can practice using one or more of the gifts of the Holy Spirit, followed by a class discussion or sharing session after the activity.
3. Role-Playing: In pairs or small groups, have students create short skits demonstrating how they could use a specific gift of the Holy Spirit in a real-life situation.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: The Church

Sub Strand: The Role of the Holy Spirit

Specific Learning Outcomes:

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

1. Identify the role of the Holy Spirit in his/her life.
2. List the values which should influence the life of a Christian from the fruits of the Holy Spirit.
3. Appreciate the role of the gifts of the Holy Spirit in his/her life.

Key Inquiry Questions:

- How does the Holy Spirit inspire people to offer service to God and others?

Core competencies	Values	PCIs
❑ Communication and Collaboration ❑ Learning to learn ❑ Digital literacy ❑ Creativity and Imagination ❑ Critical thinking and Problem Solving	❑ Social justice ❑ Unity ❑ Respect	❑ Citizenship

- What values from the fruits of the Holy Spirit should influence a Christian's life?

Learning Resources:

- Good News Bible

- Growing in Christ CRE Grade 5

Organisation of Learning:

Introduction (5 minutes):

- Review: Start by revisiting the previous lesson. Ask students what they remember about the Holy Spirit and its significance.
- Discussion: Guide learners to read and discuss passages from the learning resources that mention the Holy Spirit. Emphasize what they learned so far about its role in their lives.

Lesson Development (25 minutes):

Step 1: Introduction to the Holy Spirit

- Discuss who the Holy Spirit is.
- Share scriptures that describe the Holy Spirit's role (e.g., John 14:26, Acts 1:8).
- Ask students how they feel the Holy Spirit can guide them in their daily actions.

Step 2: Fruits of the Holy Spirit

- Introduce the concept of the fruits of the Holy Spirit (Galatians 5:22-23).
- Ask students to list the fruits and what each one means (e.g., love, joy, peace).
- Discuss how these values can influence their behavior and choices as Christians.

Step 3: Gifts of the Holy Spirit

- Explain the gifts of the Holy Spirit (1 Corinthians 12:4-11).
- Discuss how these gifts can be utilized in serving others and God.
- Have students think about which gift resonates with them and why.

Step 4: Application Activity

- Divide students into small groups. Have them create a short skit or presentation illustrating how the Holy Spirit influences their decisions and actions in a scenario (e.g., helping a friend or resolving a conflict).
- Groups share their skits with the class.

Conclusion (5 minutes):

- Summary: Recap what was learned about the role of the Holy Spirit, the fruits, and the gifts.
- Interactive Activity: Conduct a "Fruits of the Spirit" game where students match the fruit to its definition or an example of how it can be applied in real life.
- Preview: Briefly introduce the next lesson's topic, encouraging students to think about how they can apply what they've learned about the Holy Spirit in their everyday lives.

Extended Activities:

- Reflection Journal: Have students write a short reflection in their journals about a time they felt guided by the Holy Spirit or a situation where they could apply one of the fruits of the Holy Spirit.
- Service Project: Plan a community service project where students can practice showing kindness, peace, or love—fruits of the Holy Spirit.
- Art Activity: Create a poster displaying the fruits and gifts of the Holy Spirit, with illustrations or examples of how each can be applied in daily life.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: The Church

Sub Strand: Intercessory Prayer

Specific Learning Outcomes:

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

1. Narrate the story of Peter's miraculous rescue to understand the power of intercessory prayers
2. Explain various ways Christians demonstrate their faith in God
3. Appreciate the lessons learned from the story of Peter's rescue by doing what is right

Key Inquiry Questions:

- How does the story of Peter's miraculous rescue demonstrate the power of intercessory prayers?
- What are various ways Christians demonstrate their faith in God?

Core competencies	Values	PCIs
? Communication and Collaboration ? Learning to learn ? Digital literacy ? Creativity and Imagination ? Critical thinking and Problem Solving	? Social justice ? Unity ? Respect	? Citizenship

Learning

Resource

S:

- Good

News

Bible

- Growing in Christ CRE Grade 5, Page 85
- Pictures in learners' books

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson's main topics and any assignments completed.
- Ask students to share what they remember about intercessory prayer.
- Guide learners to read and discuss relevant sections from the Good News Bible and the Growing in Christ CRE text, focusing on the story of Peter.

Lesson Development (25 minutes):

Step 1: Narrating Peter's Story

- Read the story of Peter's miraculous rescue from the Bible.
- Encourage students to retell the story in their own words, focusing on the main events and characters (Peter, the angel, the believers praying).

Step 2: Exploring Intercessory Prayer

- Discuss the concept of intercessory prayer and its importance.
- Ask students who they think was praying for Peter and what their prayers might have contained.
- Have students pair up to create a short role-play demonstrating someone praying for another in need.

Step 3: Demonstrating Faith in God

- Brainstorm as a class the different ways Christians can demonstrate their faith (e.g., prayer, helping others, attending church).
- Write these on the board and discuss each briefly, encouraging students to share personal experiences related to these practices.

Step 4: Lessons from Peter's Rescue

- Discuss what lessons can be learned from Peter's experience.
- Guide a discussion on doing what is right even in tough situations, emphasizing courage and faith.

Conclusion (5 minutes):

- Summarize key points: the power of prayer, faith in action, and lessons from Peter's rescue.
- Conduct a brief interactive activity: Have students share one way they can demonstrate their faith this week, either among their friends, family, or the community.
- Provide a preview of the next lesson on different types of prayers Christians use, including personal prayer and communal prayer.

Extended Activities:

1. Prayer Journal: Ask students to keep a prayer journal for one week where they write down prayer requests from family and friends, and include prayers of their own for those needs.
2. Art Project: Have students create a visual representation (poster or drawing) demonstrating how they can support someone in need through prayer or other acts of kindness.
3. Class Prayer Chain: Initiate a class project where students can volunteer to pray for specific classmates' needs throughout the week.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: The Church

Sub Strand: Intercessory Prayer

Specific Learning Outcomes:

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

1. Narrate the story of Peter's miraculous rescue to understand the power of intercessory prayers.
2. Explain various ways Christians demonstrate their faith in God.
3. Appreciate the lessons learned from the story of Peter's rescue by doing what is right.

Key Inquiry Questions:

- What is the story of Peter's miraculous rescue, and how does it show the power of intercessory prayers?
- How do Christians demonstrate their faith in God?

Core competencies	Values	PCIs
? Communication and Collaboration ? Learning to learn ? Digital literacy ? Creativity and Imagination ? Critical thinking and Problem Solving	? Social justice ? Unity ? Respect	? Citizenship

Learning

Resource

s:

- Good

News

Bible

- Growing in Christ CRE Grade 5 Textbook
- Pictures in learners' books

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson about prayer.
- Engage learners in a discussion about previous learnings related to God's miracles.
- Introduce the key concepts for today's lesson by asking students what they remember about Peter from their earlier studies.

Lesson Development (25 minutes):

Step 1: Understanding Intercessory Prayer

- Define intercessory prayer: A prayer offered on behalf of someone else.
- Discuss the importance of praying for others, emphasizing the community aspect of the Church.
- Ask students to think of someone they can pray for and share their thoughts.

Step 2: Narrating Peter's Miraculous Rescue

- Read Acts 12:3-7 from the Good News Bible.
- Guide the students through the story, highlighting the role of prayer in Peter's rescue.

- Engage students by asking questions about the setting, who was involved, and what happened as a result of the prayers.

Step 3: Faith in Action

- Discuss various ways Christians demonstrate their faith, such as through prayer, helping others, and participating in church activities.
- Encourage students to think of ways they can show their faith in their daily lives.

Step 4: Lessons from Peter's Rescue

- Discuss the moral lessons learned from Peter's story: the power of prayer, the importance of community support, and doing what is right.
- Ask students to share their own insights on how they can apply these lessons in their own lives

Conclusion (5 minutes):

- Summarize the key points: the meaning of intercessory prayer, the story of Peter's rescue, and the different ways to demonstrate faith.
- Conduct a brief interactive activity, such as a group prayer, where students can mention someone they wish to pray for.
- Preview the next session by asking students to think about situations where they may need to show faith or pray for others.

Extended Activities:

- Prayer Journal: Encourage students to keep a prayer journal where they write down names of people they want to pray for each week and record the answered prayers.
- Role Play: Students can work in pairs or small groups to create a short skit that shows the power of prayer and faith in action in a modern-day context.
- Art Project: Have students draw a scene from Peter's rescue and write a short paragraph about what that scene teaches them about prayer and faith.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: The Church

Sub Strand: Intercessory Prayer

Specific Learning Outcomes:

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

1. Tell the story of Peter's miraculous rescue
2. Use digital devices to watch a video clip on Peter's miraculous rescue
3. Appreciate the lessons learned from the story of Peter's rescue by doing what is right

Key Inquiry Questions:

- What have you learned from the story about Peter?
- What inspires you about Peter's rescue by God?
- How can you engage in activities that strengthen your faith in Christ?

Core competencies	Values	PCIs
? Communication and Collaboration ? Learning to learn ? Digital literacy ? Creativity and Imagination ? Critical thinking and Problem Solving	? Social justice ? Unity ? Respect	? Citizenship

Learning

Resources:

- Good News Bible
- Growing in Christ CRE Grade 5

- Digital device

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson focused on prayer and its importance.
- Ask students what they remember about prayer and how it relates to their faith.
- Introduce the story of Peter and his miraculous rescue, highlighting its importance in the context of intercessory prayer.

Lesson Development (25 minutes):

Step 1: Storytelling

- Tell the story of Peter's miraculous rescue from prison in Acts 12:1-19.
- Emphasize moments of doubt and faith during this event, asking students to consider how Peter might have felt.
- Invite students to share any relevant thoughts or reflections.

Step 2: Video Clip

- Have students gather around their digital devices.
- Play a short video clip that dramatizes Peter's miraculous rescue to help them visualize the story.
- After viewing, prompt discussion by asking students what they noticed in the video compared to the story they heard.

Step 3: Group Discussion

- Divide students into small groups to discuss the inquiry questions:
- What lessons can we learn from Peter's faith?
- Why do you think God chose to rescue Peter in that moment?
- Encourage each group to share their thoughts with the class.

Step 4: Reflection Activity

- Ask students to write a short reflection on how they can embody the faith shown by Peter in their own lives.
- Invite a few students to share their reflections with the whole class, emphasizing personal applications of the lesson.

Conclusion (5 minutes):

- Summarize the key points of the story and lessons learned.
- Reinforce the importance of faith and prayer in our lives.
- Engage the class in an interactive activity, such as forming a circle and sharing one word that represents how they will strengthen their faith.
- Briefly preview the next lesson, hinting at exploring more stories of faith and miraculous events.

Extended Activities:

- Creative Expression: Have students create a comic strip that illustrates Peter's miraculous rescue, focusing on the emotions and lessons of faith involved.
- Prayer Journal: Encourage students to keep a prayer journal for a week, writing down their prayers and any answers or guidance they receive, to deepen their understanding of intercessory prayer.
- Role Play: Organize a small skit session where students can act out the story of Peter's rescue. This engages creativity and deepens understanding of the events and their significance.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: Christian Living

Sub Strand: Friendship Formation

Specific Learning Outcomes:

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

1. Identify qualities to consider in choosing a good friend.
2. Explain values to consider in choosing friends to avoid negative peer influence.
3. Desire to choose credible friends to avoid peer influence.

Key Inquiry Questions:

- What qualities should we consider when choosing a good friend?
- What values should we look for in friends to avoid negative influences?
- What behaviors can pose negative influences on young people?
- How can we reflect on Proverbs 22:24-25?

Core competencies	Values	PCIs
- Communication and Collaboration - Learning to learn - Citizenship - Self- efficacy - Critical thinking and Problem Solving	- Integrity - Responsibility - Obedience - Respect	- Citizenship - Socio- economic Issues - Health education - Peer pressure resistance - Patriotism

Learning Resources:

- Growing in Christ CRE Grade 5 (Page 90)

- Flash cards

Organization of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson on friendship and its importance.
- Engage students in a short discussion about their previous experiences in choosing friends.
- Introduce the topic of today's lesson and outline the key inquiry questions.

Lesson Development (25 minutes):

Step 1: Identifying Qualities of a Good Friend

- Ask students to brainstorm and list qualities they believe make a good friend (e.g., honesty, trustworthiness, kindness).
- Record these qualities on the board. Discuss why each quality is important in friendships.

Step 2: Values to Consider

- Transition to discussing values that help avoid negative peer influences, such as respect, integrity, and support.
- Divide students into small groups and have them discuss their thoughts on why these values matter when choosing friends. Each group can present their ideas afterward.

Step 3: Recognizing Negative Peer Influences

- Discuss behaviors that can lead to negative influence, such as peer pressure to engage in unhealthy or harmful activities.
- Invite students to share any experiences (if comfortable) where they felt influenced by peers and how they handled it.

Step 4: Reflecting on Proverbs 22:24-25

- Distribute flashcards with Proverbs 22:24-25. Read the proverb as a class.
- Discuss what this proverb means in the context of choosing friends and avoiding negative influences.

Conclusion (5 minutes):

- Summarize the key points: the importance of identifying good qualities in friends, values to avoid negative influences, and reflecting on the wisdom of proverbs.
- Conduct a brief interactive activity: play a game where students wave their hands for positive qualities and cross their arms for negative influences.
- Preview the next lesson, which might cover resolving conflicts in friendships or the impact of bad company.

Extended Activities:

- Friendship Journal: Encourage students to maintain a journal where they reflect weekly on their friendships, noting qualities they appreciate and situations where they had to apply the values discussed.
- Role-Playing: In pairs, students can role-play scenarios where they must choose between following peer pressure or adhering to positive values. This will help them practice decision-making in friendship contexts.
- Create a Friendship Poster: Students can create a poster illustrating the qualities and values that make a good friend, incorporating Proverbs 22:24-25.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: Christian Living

Sub Strand: Human Sexuality

Specific Learning Outcomes:

-By the end of the lesson, learners should

be able to: 1. Identify changes associated with adolescence

2. Explain how to cope with changes in their bodies 3. Desire to behave responsibly as an adolescent

Key Inquiry Questions:

- What are the changes associated with adolescence?
- How can we cope with changes in our bodies?
- Why are some sources of information about this age misleading?

Core competencies	Values	PCIs
- Communication and Collaboration - Learning to learn - Citizenship - Self- efficacy - Critical thinking and Problem Solving	- Integrity - Responsibility - Obedience - Respect	- Citizenship - Socio- economic Issues - Health education - Peer pressure resistance - Patriotism

Learning Resources:

- Growing in Christ CRE Grade 5, Page 95
- Good News Bible

Organisation of Learning:

Introduction (5 minutes):

- Briefly review the previous lesson on creation and God's plan for us.
- Ask students to share what they remember.
- Introduce today's lesson by explaining that we will learn about the changes we face as we grow up and how to navigate those changes together.

Lesson Development (25 minutes):

Step 1: Identifying Changes

- Activity: Conduct a group discussion to identify common physical and emotional changes that occur during adolescence (e.g., growth spurts, mood swings, etc.).
- Discussion Prompt: "What changes have you noticed or heard about that happen during this time of life?"
- Recording: Write students' responses on the board.

Step 2: Coping Mechanisms

- Activity: Break students into small groups to brainstorm ways to cope with these changes.
- Guiding Questions: "What can we do to feel better during these changes? Who can we talk to for help?"
- Sharing: Have each group share one coping mechanism with the class.

Step 3: Evaluating Sources of Information

- Discussion: Present different sources of information about adolescence (e.g., books, internet, peers).
- Question: "Why might some sources be misleading? How can we find good, reliable information?"
- Reflection: Encourage students to think critically about where they get their information.

Step 4: Responsible Behavior

- Prompt: Discuss why it's important to behave responsibly as adolescents.
- Ask students to consider how they can show responsibility in their choices and actions.
- Group Sharing: Have students share one way they plan to act responsibly in their growth journey.

Conclusion (5 minutes):

- Summarize the key points learned today, highlighting the importance of understanding changes in adolescence and developing coping strategies.
- Interactive Activity: Play a quick true or false game where students can shout out their answers regarding the facts discussed (e.g., "True or False: Everyone experiences the same changes during adolescence").
- Give a brief preview of the next lesson, which will continue exploring responsible behaviors and relationships during adolescence.

Extended Activities:

- Journaling: Ask students to keep a journal for a week where they can jot down their experiences with changes and how they cope.
- Research Project: Have students choose a book or resource on adolescence to read and prepare a short presentation for the class.
- Peer Interviews: Pair students to interview each other about their feelings regarding the changes they are experiencing or expect to experience, fostering empathy and support.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: Christian Living

Sub Strand: Human sexuality

Specific Learning Outcomes:

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

1.Distinguish between healthy and unhealthy boy-girl relationships. 2.Explain the consequences of engaging in unhealthy boy-girl relationships. 3.Desire to behave responsibly as an adolescent.

Key Inquiry Questions:

- What are the characteristics of healthy and unhealthy boy-girl relationships?
- What are the consequences of engaging in unhealthy boy-girl relationships?
- How does Corinthians 6:18-19 relate to our understanding of relationships?

Core competencies	Values	PCIs
☐ Communication and Collaboration ☐ Learning to learn ☐ Citizenship ☐ Self- efficacy ☐ Critical thinking and Problem Solving	☐ Integrity ☐ Responsibility ☐ Obedience ☐ Respect	☐ Citizenship ☐ Socio- economic Issues ☐ Health education ☐ Peer pressure resistance ☐ Patriotism

Learning Resources:

- Growing in Christ CRE Grade Good News Bible

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

- Begin with a brief review of the previous lesson, citing relevant points about relationships and the importance of respect and kindness.
- Guide the learners to read selected passages from the Growing in Christ CRE Grade Good News Bible that provide context for the concepts of healthy and unhealthy relationships.

Lesson Development (25 minutes):**Step 1: Understanding Healthy Relationships**

- Discuss what makes a boy-girl relationship healthy. Write characteristics on the board (e.g., respect, communication, trust).
- Engage students in a think-pair-share activity. Ask them to share examples of healthy behaviors in relationships and why they matter.

Step 2: Identifying Unhealthy Relationships

- Transition to discussing unhealthy relationships. Define unhealthy behaviors (e.g., jealousy, manipulation, disrespect).
- Use role-play scenarios where one student acts out a situation that showcases unhealthy behavior, and another student identifies the issue.

Step 3: Consequences of Unhealthy Relationships

- Lead a discussion about the potential consequences of engaging in unhealthy relationships (emotional distress, negative impact on friendships, etc.).
- Have students brainstorm ways they can address or avoid unhealthy relationships.

Step 4: Bible Connection

- Read Corinthians 6:18-19. Discuss how this scripture highlights the importance of honoring ourselves and our relationships.
- Ask students how they can apply this teaching to their own lives and relationships.

Conclusion (5 minutes):

- Summarize the key points from the lesson: the characteristics of healthy and unhealthy relationships, the consequences of unhealthy choices, and the biblical principles guiding our relationships.
- Conduct a brief interactive activity, such as a "thumbs up, thumbs down" where students indicate their understanding of whether behaviors discussed are healthy or unhealthy.
- Preview the next session, introducing the idea of setting healthy boundaries in relationships and encouraging students to think about questions they might want to explore.

Extended Activities:

- Assign students to create a "Healthy Relationship" poster that lists characteristics of healthy relationships and ways to cultivate them.
- Encourage students to keep a reflection journal for a week, noting positive relationships in their lives and how these make them feel engaged and supported.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: Christian Living

Sub Strand: God as the Source of Life

Specific Learning Outcomes:

-By the end of the lesson, learners should be able

to: 1. Discuss Christian teachings on God as the only source of life. 2. Identify causes of violation of the right to life.

3. Appreciate that life is sacred and a gift from God.

Key Inquiry Questions:

- Why is human life sacred?
- How does safety and security relate to human life?
- What do Genesis 1:27, 9:6, and Exodus 20:13 teach us about the sacredness of life?
- Can you give examples of violations of human life?

Core competencies	Values	PCIs
☐ Communication and Collaboration ☐ Learning to learn ☐ Citizenship ☐ Self- efficacy ☐ Critical thinking and Problem Solving	☐ Integrity ☐ Responsibility ☐ Obedience ☐ Respect	☐ Citizenship ☐ Socio- economic Issues ☐ Health education ☐ Peer pressure resistance ☐ Patriotism

Learning Resources:

- Growing in Christ CRE Grade 5, Page 101

- Good News Bible

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson, asking students to share what they remember.
- Introduce today's lesson by highlighting the importance of understanding life as a sacred gift from God.

Lesson Development (25 minutes):

Step 1: Discussion of Sacredness of Life

- Read Genesis 1:27 and discuss the concept of being created in God's image.
- Prompt students with questions:
 - What does it mean to be created in God's image?
 - Why does this make our lives special?

Step 2: Exploring Violations of Life

- Read Exodus 20:13, which states "You shall not murder."
- Discuss examples of how human life can be violated (e.g., bullying, violence, abortion).
- Ask students:
 - What are some consequences when we don't respect life?
 - How can we promote respect for life in our community?

Step 3: The Importance of Safety and Security

- Discuss how safety and security contribute to valuing life.
- Ask questions like:
- How does feeling safe affect our quality of life?
- What can we do to ensure safety in our community?

Step 4: Appreciation of Life as a Gift

- Read Genesis 9:6 and discuss the importance of valuing life.
- Encourage students to reflect on their lives and express gratitude for their existence.
- Prompt a sharing session:
- What are some things in life you are thankful for?

Conclusion (5 minutes):

- Recap key points: God is the source of life, life is sacred, and understanding the importance of safety and security.
- Conduct a brief interactive activity: Have students write or share one way they will show respect for life this week.
- Preview the next lesson, encouraging students to think about ways they can positively contribute to their community in regard to respecting life.

Extended Activities:

1. Art Project: Create a poster illustrating what it means to respect and value life. Students can use quotes from the Bible or personal reflections.
2. Role Play: In small groups, students can act out scenarios where life is respected or violated, discussing the outcomes and feelings involved.
3. Journaling: Encourage students to keep a journal about things they are grateful for, reflecting on the sacredness of life and its gifts.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: Christian Living

Sub Strand: God the Source of Life

Specific Learning Outcomes:

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

1. Identify causes of violation of the right to life.
2. Explain how to cope with difficult emotions to avoid abuse of the right to life.
3. Appreciate that life is sacred and a gift from God.

Key Inquiry Questions:

- What are the causes of violations of the right to life?
- How can we cope with difficult emotions to protect the right to life?
- What are the consequences of violating human life?

Core competencies	Values	PCIs
☐ Communication and Collaboration ☐ Learning to learn ☐ Citizenship ☐ Self- efficacy ☐ Critical thinking and Problem Solving	☐ Integrity ☐ Responsibility ☐ Obedience ☐ Respect	☐ Citizenship ☐ Socio- economic Issues ☐ Health education ☐ Peer pressure resistance ☐ Patriotism

Learning Resources:

- Growing in Christ
- CRE Grade 5
- Good News Bible

Organisation of Learning:

Introduction (5 minutes):

- Review previous lessons about life and its importance.
- Guide learners to read passages from the Growing in Christ text and the Good News Bible that relate to the sanctity of life and respect for others. Discuss the main themes as a class.

Lesson Development (25 minutes):

Step 1: Understanding Violations of the Right to Life

- Discuss what is meant by the “right to life.”
- Brainstorm together the causes of violations (e.g., violence, bullying, neglect). Write responses on the board.

Step 2: Coping with Difficult Emotions

- Introduce ways to handle emotions like anger, sadness, or frustration.
- Engage students in role-playing scenarios where they practice using positive coping mechanisms, such as talking to a friend, breathing exercises, or seeking help from a trusted adult.

Step 3: Understanding Consequences

- Explore the consequences of violating the right to life, including emotional and societal impacts.
- Encourage students to share thoughts on how these violations can affect families and communities.

Step 4: Respecting and Appreciating Life

- Discuss why life is sacred and a gift from God.
- Have students reflect and write a short paragraph on what life means to them and why it should be respected.

Conclusion (5 minutes):

- Summarize the key points: the right to life, causes of violations, coping strategies, and the importance of appreciating life as a gift.
- Conduct a quick interactive activity, such as a “think-pair-share,” where students discuss with a partner ways they can show respect for life in their everyday actions.
- Prepare students for the next session by posing questions like, “What can we do as a community to support each other’s right to life?”

Extended Activities:

- Art Project: Create a poster illustrating what life means to them, incorporating symbols or images that represent respect for life and its sacredness.
- Group Discussion: In small groups, students can discuss real-life scenarios where they’ve witnessed or heard about violations of the right to life; then present their findings.
- Community Service: Plan a small community service project focused on helping those in need, teaching students about the value of life and support.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: Christian Living

Sub Strand: Good Healthy Practices

Specific Learning Outcomes:

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

1. Identify drugs that are abused today.
2. Explain reasons why young people engage in alcohol, drug, and substance abuse.
3. Appreciate the body as the temple of the Holy Spirit by avoiding alcohol, drugs, and substance abuse.

Key Inquiry Questions:

- What drugs are commonly abused today?
- What are some reasons that lead young people to use alcohol, drugs, and other substances?

Core competencies	Values	PCIs
☐ Communication and Collaboration ☐ Learning to learn ☐ Citizenship ☐ Self- efficacy ☐ Critical thinking and Problem Solving	☐ Integrity ☐ Responsibility ☐ Obedience ☐ Respect	☐ Citizenship ☐ Socio- economic Issues ☐ Health education ☐ Peer pressure resistance ☐ Patriotism

Learning Resources:

- Growing in Christ CRE, Grade 5, Page 105
- Good News Bible
- Digital devices (tablets, laptops, etc.)

Organisation of Learning:

Introduction (5 minutes):

- Start with a quick review of the previous lesson on health and wellness.
- Invite students to share what they remember and connect it to the current topic.
- Guide learners to read and discuss relevant content from *Growing in Christ*, focusing on the importance of caring for our bodies.

Lesson Development (25 minutes):

Step 1: Identifying Abused Drugs

- Use digital devices to research and list common drugs that are abused today.
- Encourage students to find images or articles about substances like alcohol, marijuana, and prescription drugs.
- Have each group share what they found and create a class list on the board.

Step 2: Understanding Reasons for Abuse

- Split the class into small groups to discuss reasons why young people might use these substances (peer pressure, curiosity, stress, etc.).
- Each group will write down their thoughts on shared digital tools (like Google Docs) to compile ideas.
- Have each group present their findings to the class.

Step 3: Body as a Temple

- Discuss what it means to view our bodies as temples of the Holy Spirit.
- Read specific bible verses that emphasize respecting our bodies, like 1 Corinthians 6:19-20.
- Ask students to reflect on how their choices affect their bodies.

Step 4: Developing Healthy Choices

- Conclude by brainstorming ways to make healthy choices and avoid substance abuse.
- Encourage students to share their ideas on how to support each other in making good decisions.

Conclusion (5 minutes):

- Summarize the key points discussed in class: types of drugs, reasons for substance abuse, and the importance of treating our bodies with respect.

- Conduct a brief interactive quiz using digital devices, where students can answer questions based on the day's learning.
- Preview the next lesson about the consequences of substance abuse and what scripture says on the topic.

Extended Activities:

- Create a Healthy Choices Poster: Have students design a poster that promotes healthy choices and the importance of avoiding drugs and alcohol. They can illustrate their messages using drawings or digital design tools.
- Guest Speaker: Invite a community health professional to speak about the effects of drug and alcohol use on young people.
- Reflection Journal: Ask students to write a journal entry reflecting on what they learned today and how they can make positive choices.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: Christian Living

Sub Strand: Good Healthy Practices

Specific Learning Outcomes:

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

1. Identify drugs that are abused today.
2. Explain reasons why young people engage in alcohol, drug, and substance abuse.
3. Appreciate the body as the temple of the Holy Spirit by avoiding alcohol, drugs, and substance abuse.

Key Inquiry Questions:

- How can we use digital devices to identify drugs that are abused today?
- What reasons lead to alcohol, drug, and substance abuse among young people?

Core competencies	Values	PCIs
☐ Communication and Collaboration ☐ Learning to learn ☐ Citizenship ☐ Self- efficacy ☐ Critical thinking and Problem Solving	☐ Integrity ☐ Responsibility ☐ Obedience ☐ Respect	☐ Citizenship ☐ Socio- economic Issues ☐ Health education ☐ Peer pressure resistance ☐ Patriotism

Learning Resources:

- Growing in Christ
- CRE Grade 5
- Good News Bible

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson on healthy living. Engage students by asking questions about what they remember.
- Introduce the topic of substance abuse, and lead students in reading relevant passages from the Good News Bible to set the context for the lesson.

Lesson Development (25 minutes):

Step 1: Identify Abused Drugs

- Use digital devices (tablets or computers) to research different drugs that are commonly abused by young people today.
- Each student can explore a list of drugs (e.g., marijuana, alcohol, prescription drugs) and write down brief descriptions.
- Share findings with the class.

Step 2: Discussion on Reasons for Abuse

- In small groups, students discuss reasons why some young people might engage in substance abuse (peer pressure, stress, curiosity, etc.).
- Each group can present their ideas, encouraging a class discussion to expand on the points raised.

Step 3: Understanding the Body as a Temple

- Read a relevant Bible passage that discusses the body as a temple of the Holy Spirit.
- Discuss what this means and how it connects to taking care of one's body by avoiding substances.

Step 4: Choices Matter

- Facilitate a role-playing scenario where students can practice saying no to drugs or alcohol and supporting their peers in making healthy choices.
- Encourage students to think of positive activities they can engage in instead of substance use.

Conclusion (5 minutes):

- Summarize the key points discussed in the lesson, emphasizing the importance of making healthy choices.
- Conduct an interactive activity, such as a quick quiz or a game, to reinforce the main topics from the lesson, allowing students to participate and show their understanding.
- Prepare learners for the next session by sharing what they'll learn about positive coping strategies for stress and peer pressure.

Extended Activities:

- Research Project: Have students pick one substance to research further and create a poster addressing its effects, prevention strategies, and alternative healthy activities.
- Journal Reflection: Ask students to write a short reflection on what they learned about the importance of treating their bodies well as temples of the Holy Spirit.
- Guest Speaker: Organize a visit from a healthcare professional or counselor to talk about the impact of substance abuse on health and wellbeing.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: Christian Living

Sub Strand: Good healthy practices

Specific Learning Outcomes:

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

1. State effects of alcohol, drug, and substance abuse
2. Identify ways of avoiding alcohol, drug, and substance abuse
3. Appreciate the body as the temple of the Holy Spirit by avoiding alcohol, drugs, and substance abuse

Key Inquiry Questions:

1. What are the dangers of alcohol, drug, and substance abuse?
2. How can we avoid alcohol,

Core competencies	Values	PCIs
☐ Communication and Collaboration ☐ Learning to learn ☐ Citizenship ☐ Self- efficacy ☐ Critical thinking and Problem Solving	☐ Integrity ☐ Responsibility ☐ Obedience ☐ Respect	☐ Citizenship ☐ Socio- economic Issues ☐ Health education ☐ Peer pressure resistance ☐ Patriotism

drug, and substance abuse?

Learning Resources:

- Growing in Christ CRE Grade 5

Good News Bible

- Video clip on the dangers of alcohol and substance abuse (teacher-selected)

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson on Christian living and the concept of treating our bodies with respect.
- Engage students in a brief discussion on what they already know about alcohol and drug abuse. Encourage them to share any personal experiences or thoughts (keeping it respectful and appropriate).

Lesson Development (25 minutes):

Step 1: Understanding Effects of Abuse

- Activity: Present a short video clip that illustrates the dangers of alcohol, drug, and substance abuse.
- Discussion: After watching the video, ask students questions such as:
 - What are some effects of substance abuse presented in the video?
 - How do these effects impact an individual's life and those around them?

Step 2: Group Discussion

- Prompt: Divide students into small groups.
- Task: Have each group discuss and list at least three effects of alcohol and drugs on physical and mental health.
- Sharing: Groups share their findings with the class, allowing for a variety of perspectives and deeper discussion.

Step 3: Identifying Avoidance Strategies

- Activity: Bring attention to ways to avoid alcohol and drugs. Prompt students to think about healthy choices and alternative activities.
- Discussion Points: Ask questions like:
 - What are some activities we can do instead of drinking alcohol or using drugs?
 - How can we support friends who might be tempted to try substance abuse?

Step 4: Appreciating the Body as a Temple

- Reflection: Guide students to reflect on the idea that our bodies are temples of the Holy Spirit.
- Discussion: What does being a 'temple' mean? Encourage students to think about how taking care of their bodies is related to their faith.

Conclusion (5 minutes):

- Summarize key points discussed in the lesson: effects of substance abuse, ways to avoid them, and the importance of caring for our bodies.
- Interactive Activity: Have students write down one new thing they learned today and one action they will take to ensure their bodies are healthy.
- Briefly preview the next lesson topic on making healthy choices in daily life.

Extended Activities:

1. Healthy Lifestyle Journal: Encourage students to keep a health journal for a week where they track their choices related to physical activity, nutrition, and avoiding substances.
2. Role Play: In small groups, have students create short skits demonstrating scenarios where they might encounter substance use and how they would respond positively.
3. Community Service: Plan a community clean-up day or another service project that promotes healthy living and supports the community in staying drug and alcohol-free.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: Christian Living

Sub Strand: Appropriate use of social media

Specific Learning Outcomes:

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

1. List social media platforms that are commonly used today.
2. Draw their symbols in their books.
3. Desire to use social media responsibly.

Key Inquiry Questions:

- What is the definition of social media?
- What are some social media platforms that are commonly used today?
- Can you illustrate their symbols?

Core competencies	Values	PCIs
☐ Communication and Collaboration ☐ Learning to learn ☐ Citizenship ☐ Self- efficacy ☐ Critical thinking and Problem Solving	☐ Integrity ☐ Responsibility ☐ Obedience ☐ Respect	☐ Citizenship ☐ Socio- economic Issues ☐ Health education ☐ Peer pressure resistance ☐ Patriotism

Learning Resources:

- Growing in Christ CRE Grade

5 Page 111

- Good News Bible

- Digital devices (tablets or computers)

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on communication and relationships.
- Ask students what they remember about social media, highlighting its definition and importance. Introduce the day's focus on using social media responsibly.

Lesson Development (25 minutes):

Step 1: Define Social Media

- Begin with a group discussion. Ask students, "What is social media?"
- Write responses on the board. Guide them to understand that social media is a platform for sharing information, ideas, and connecting with others.

Step 2: List Commonly Used Social Media Platforms

- Ask students to brainstorm and share social media platforms they know (e.g., Facebook, Instagram, TikTok, Twitter).
- Write these platforms on the board and categorize them by their purpose (e.g., sharing photos, messaging, videos).

Step 3: Draw Symbols of Social Media Platforms

- Instruct students to choose 3 social media platforms from the list and draw their respective logos in their books.
- Encourage creativity but emphasize the importance of recognizing these symbols as representations of the platforms.

Step 4: Discuss Responsible Use of Social Media

- Engage the class in a discussion about what it means to use social media responsibly.
- Ask questions like, "What are some rules we should follow?" or "How can we protect our privacy online?"

Conclusion (5 minutes):

- Summarize the key points from the lesson: definitions of social media, commonly used platforms, and the importance of responsible use.
- Conduct a brief interactive activity: Have students pair up and share their favorite social media platform and one rule they think is important to follow.
- Preview the next session on the impact of technology on our lives.

Extended Activities:

1. Create a Social Media Responsibility Poster: Students create a poster with guidelines on how to use social media safely and positively.
2. Social Media Role-Play: In small groups, students act out scenarios involving social media use and discuss what could be done differently.
3. Research Project: Each student chooses a specific platform to research and presents on its features, audience, and positive/negative impacts.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: Christian Living

Sub Strand: Appropriate Use of Social Media

Specific Learning Outcomes:

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

1. Identify social media platforms that are commonly used today
2. List advantages and disadvantages of social media
3. Desire to use social media responsibly

Key Inquiry Questions:

- Which social media platforms are commonly used today?
- What are the advantages and disadvantages of social media?

Core competencies	Values	PCIs
☐ Communication and Collaboration ☐ Learning to learn ☐ Citizenship ☐ Self- efficacy ☐ Critical thinking and Problem Solving	☐ Integrity ☐ Responsibility ☐ Obedience ☐ Respect	☐ Citizenship ☐ Socio- economic Issues ☐ Health education ☐ Peer pressure resistance ☐ Patriotism

Learning Resources:

- Growing in Christ
- CRE Grade 5
- Good News Bible

- Digital devices

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

- Begin the lesson by reviewing the previous lesson about communication in a digital world. Ask students to share what they remember about the impact of technology on communication.
- Guide learners to read relevant sections from the Growing in Christ resource, focusing on understanding how social media fits into the concept of Christian living.

Lesson Development (25 minutes):**Step 1: Identify Common Platforms**

- Have students brainstorm and list social media platforms on the board (e.g., Facebook, Instagram, TikTok, Twitter, Snapchat).
- Discuss with the class how each platform is used and who typically uses them.

Step 2: Advantages of Social Media

- In small groups, have students discuss the advantages of using social media. Prompt them with guiding questions like:
 - How can social media help us stay in touch with friends and family?
 - What are some positive ways social media can be used in our communities?
- Each group will share one advantage they discussed, which will be recorded on the board.

Step 3: Disadvantages of Social Media

- Still in their small groups, ask students to identify disadvantages of social media. Use guiding questions such as:
 - What are some risks associated with social media?
 - How can social media sometimes lead to misunderstandings or conflicts?
- Each group will share one disadvantage, which will be added next to the advantages on the board.

Step 4: Discuss Responsible Use (Optional if time allows)

- Engage the class in a discussion about what it means to use social media responsibly. Encourage them to think about how their actions online can reflect their Christian values.

Conclusion (5 minutes):

- Summarize the key points discussed regarding social media platforms, advantages, and disadvantages.
- Conduct a brief interactive activity: Ask students to create a "Social Media Use Guide" with positive practices (e.g., kind comments, privacy settings) and share it with a partner.
- Prepare learners for the next session by sharing that the next lesson will focus on how to handle conflicts that may arise in social media interactions.

Extended Activities:

- Create a Poster: Have students design a poster promoting responsible social media use, incorporating the advantages and disadvantages discussed in class.
- Reflection Journal: Encourage students to write a short journal entry reflecting on how they can use social media in a way that aligns with their Christian values.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	CRE			

Strand: Christian Living

Sub Strand: Appropriate use of social media

Specific Learning Outcomes:

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

1. Identify safety measures to observe when using social media
2. Discuss cyberbullying and how to protect themselves
3. Appreciate the use of social media in learning

Key Inquiry Questions:

- What safety measures should we observe when using social media?
- How can we protect ourselves from cyberbullying?
- In what ways can social media be beneficial for learning?

Core competencies	Values	PCIs
☐ Communication and Collaboration ☐ Learning to learn ☐ Citizenship ☐ Self- efficacy ☐ Critical thinking and Problem Solving	☐ Integrity ☐ Responsibility ☐ Obedience ☐ Respect	☐ Citizenship ☐ Socio- economic Issues ☐ Health education ☐ Peer pressure resistance ☐ Patriotism

Learning Resources:

- Growing in Christ
- CRE Grade 5
- Good News Bible

- Digital devices (for documentaries and presentations)

Organisation of Learning:

Introduction (5 minutes):

- Start by reviewing the previous lesson. Ask students to share any thoughts or experiences they had since the last class regarding social media.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the key concepts of safety and integrity in digital spaces.

Lesson Development (25 minutes):

Step 1: Understanding Safety Measures

- Discuss various safety measures when using social media. Ask students to brainstorm and list safety tips, such as:
 - Not sharing personal information
 - Using privacy settings
 - Being cautious about friend requests and messages from strangers
- Discuss how these measures help keep them safe online.

Step 2: Discussing Cyberbullying

- Define cyberbullying and share examples (without using names) that students can relate to.
- Discuss ways to protect themselves from cyberbullying, such as:
 - Reporting bullying incidents to an adult
 - Blocking bullies on social media platforms
 - Not responding to negative messages
- Encourage open dialogue with students about their feelings and experiences.

Step 3: The Positive Side of Social Media

- Explore the positive aspects of social media, especially in learning contexts.

- Provide examples, such as online study groups, educational videos, and communication with peers and teachers.
- Ask students if they have used social media for learning and to share their experiences.

Step 4: Watching an Educational Documentary

- Conclude the lesson with a short, engaging documentary on digital safety and the responsible use of social media.
- After viewing, ask students to reflect on what they learned and how they can apply these lessons in their own social media use.

Conclusion (5 minutes):

- Summarize the key points: safety measures, understanding cyberbullying, and the positive aspects of social media in learning.
- Conduct a quick interactive activity, such as a quiz or a discussion where students can share one new thing they learned and how they will use it.
- Prepare learners for the next session by previewing upcoming topics, such as the concept of digital citizenship.

Extended Activities:

- Create a Safety Poster: Students can design a poster with safety tips for social media use to display in the classroom.
- Role-Playing Activity: Organize students into pairs to role-play different scenarios involving social media, including both positive and negative interactions.
- Research Assignment: Have students research a social media platform and report how it can be used for educational purposes, presenting their findings in the next class.

Teacher Self-Evaluation: