



PEAS Scheme of Work: C.R.E

SENIOR TWO

peas
PROMOTING EQUALITY IN AFRICAN SCHOOLS

Subject: C.R.E

Term: One

Teacher's Name:

Time allocation: 2 periods a week (80 min).

When it comes to planning your lessons use the structure: starter, I do, we do, you do, plenary. The starter is a written task that reviews previous learning. Ensure your lessons provide regular and extended opportunities for independent practice.

YPR:

Y= yes, I taught the lesson

P= I partially taught it e.g. I didn't get through all the content.

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WEEK/ SUB- TOPICS	LEARNING OUTCOMES	METHODOLOGY	TEACHING MATERIALS	Y P R
Theme: Man's social relations. Topic: Respect for human life. Competency: Learners understand how religion promotes respect for human life by Fostering the values of tolerance, respect, fairness, harmony and peaceful co-existence.				
1.1 Human dignity and respect for life (meaning of human dignity) Cases of violation of human dignity.	Learners should be able to: Appreciate human dignity and respect for life.	<ul style="list-style-type: none"> Displays a story written on a manila. They read the story to help them understand human dignity and respect for human life. They are guided to interpret the story through question and answer approach. They are tasked to write important ideas about human dignity in their notebooks. Explains to them the meaning of dignity and cases of violation of human dignity. 	Fountain Christian religion education learners' book 2 Pg. 2-6. CRE lower secondary curriculum learners' book 2 Pg. 1-7. Manila charts with a story human respect and dignity for life. Pictures showing violation of human dignity.	

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2.1 Being human.	Learners should be able to understand the meaning of being human.	<ul style="list-style-type: none"> Introduces the lessons by reviewing the previous lesson through the uses of question and answer approach. Brainstorms on the meaning of being human. They debate on being human. Use the learners' book to read a story and respond to the tasks given in their discussion groups. Write short notes in their books. 	<p>Fountain Christian religious education teachers' book 2 Pg. 4-6.</p> <p>CRE lower secondary curriculum learner's book 2 Pg.</p> <p>Baroque Curriculum learners' book 2 Pg. 2-4.</p>	
3.1 Christian teaching on human dignity and respect for human life.	Understand the Biblical teaching on human dignity and respect for human life.	<ul style="list-style-type: none"> Introduces the lesson by inquiring from learners what they know about Christian teaching on human dignity through question answer approach. Tasks learners to read Bible texts presented to them on a manila chart. In groups they discuss, interpret and share their findings with the teacher. Explains the content as a way of wrapping up the lesson. They write notes in their books. 	<p>Bible (Gen 5:1-2, 1:26-28, 9:6, 2Sam 11:14-15.</p> <p>Charts with verses for heading.</p> <p>Fountain teachers' guidebook 2 CRE lower secondary curriculum book 2 Pg. 14-16.</p> <p>Fountain CRE lower secondary curriculum learners' book 2 Pg. 9-11.</p> <p>Baroque New lower secondary school curriculum learners' book 2 Pg. 4-5.</p>	
4.1 The sanctity of life.	Understand the sanctity of life and its meaning.	<ul style="list-style-type: none"> Through question and answer approach learners are asked to give the meaning of life. Tasks them to read a story in the book (learners) and find out the meaning of sanctity of life. In their groups they share their findings. 	<p>Fountain CRE teachers' guidebook 2 Pg. 17-21.</p> <p>CRE lower secondary curriculum teachers' guidebook 2 Pg. 15.</p>	

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		<ul style="list-style-type: none"> Explains to them the meaning and they jot down notes in their books. 		
5.1 Sanctity of life in the New Testament.	Understand Jesus' attitude towards human dignity in ministry.	<ul style="list-style-type: none"> Introduces the lesson by singing or playing a song with a message about Jesus' attitude towards human dignity. Tasks learners to sight aspects of Jesus' attitude towards dignity for human life. Tasks learners to read and discuss the texts on a manila chart. In groups they read and discuss the texts. Guides them to get the proper answers through explaining to them Jesus' attitude towards human dignity. They make more research and write in their note books. 	<p>Bible (John 8:1-11, Mark 6:14-29, Luke 15:12-16, Mark 1:40-45 etc.</p> <p>Fountain CRE teachers' guidebook 2 Pg. 21-22. Fountain CRE learners' book 2 Pg. 14-15.</p> <p>CRE teachers' guide lower secondary curriculum book 2 Pg. 19-24.</p> <p>Baroque New lower secondary school curriculum learners' book 2 Pg. 6-7.</p>	
6.1 Appreciating life as a special gift from God.	Appreciate life as a special gift from God that should be respected and protected.	<ul style="list-style-type: none"> Through question and answer approach learners are asked to brainstorm on the ways of protecting and respecting human life. Discuss and share the ways in which human life is protected and respected with the teacher. Wrap up by explaining to them how life is a special gift from and it should be respected. They write short notes in their books. 	<p>Fountain CRE teachers' guidebook 2 Pg. 23-31.</p> <p>Fountain CRE learners' book 2 Pg. 15-18.</p> <p>Pictures on manila chart showing ways of protecting and respecting human life.</p>	
7.1 Promoting human dignity	Appreciate life as a special gift from God that should be	<ul style="list-style-type: none"> Introduces the lesson by asking questions on the previous lesson. 	Fountain teachers' guidebook 2 Pg. 28-32.	

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through self-esteem and assertiveness.	respected and protected.	<ul style="list-style-type: none"> • Tasks learners to discuss the meaning of self-esteem and assertiveness in the promotion of human dignity. • In their groups they share their views. • They read the story and answer questions given to them from the story about assertiveness and self-esteem. 	<p>Fountain CRE learners' book 2 Pg. 18-20.</p> <p>CRE lower secondary curriculum teachers' guidebook 2 Pg. 27-28.</p>	
8.1 Biblical teaching about human respect for human life.	Appreciate the Biblical teaching about respect for human life	<ul style="list-style-type: none"> • Displays scriptures on a manila chart and tasks learners to read the scriptures and discuss in groups to understand respect for human life. • In groups they share their findings with the teacher and the rest of the classmates. • Reads once again and explains to them what the bible teaches about human respect for life. • They write short notes in their books. 	<p>Bible, (Lev 19:12-18, Numbers 39:9-12, Mathew 9:9-13, Luke 19:1-10.</p> <p>Fountain CRE teachers' guide book 2 Pg. 37-44.</p> <p>Fountain CRE learners' guidebook 2 Pg. 24-27.</p>	
9.1 Women and children's dignity today.	Understand the rights and freedoms of children and women.	<ul style="list-style-type: none"> • Through question and answer, tasks learners give any freedoms that they know. • In groups they discuss the rights and freedoms of children and women. • Guides learners to get correct answers. • Learners write their books the findings from their groups. 	<p>Bible.</p> <p>Fountain CRE teachers' guide book 2 Pg. 45-56.</p> <p>Fountain learners' book 2 Pg. 28-33.</p> <p>CRE lower secondary curriculum teachers' guide book 2 Pg. 35-38.</p> <p>CRE lower secondary curriculum learners' book 2 Pg. 20-21.</p>	

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<p>10.1</p> <p>Sexuality as God's design of creation (meaning of human development and sexuality).</p>	<p>Understand the meaning of human development and sexuality.</p> <p>Appreciate the gift of life with the gift of human sexuality.</p> <p>Appreciate sexuality as God's design of creation.</p>	<ul style="list-style-type: none"> • Introduces the lesson by asking them whether they have ever received a gift from friends and how they felt about it. • Guides them to use dictionaries to research on the meaning of sexuality and human development. • In groups they discuss the meaning of sexuality. • They give feed backs about their findings through sharing with the teacher. • Explains to them how life is a gift of human sexuality. • The summary of the above. 	<p>Fountain CRE teacher's guide book 2 Pg. 56-57.</p> <p>Fountain CRE learners' book 2 Pg. 34-40.</p> <p>CRE lower secondary curriculum teachers' guide Pg. 39-41.</p>	
<p>11.1</p> <p>Self-respect in terms of valuing own body.</p>	<p>Understand the importance of respecting oneself by valuing one's own body.</p>	<ul style="list-style-type: none"> • Organises a role play of a smoking, pregnant girl, coughing and sneezing person in class. • They tasks learners to brainstorm on how to value their bodies. • They give feedback on findings through 	<p>Fountain CRE teachers' guide book 2 Pg. 67-78.</p> <p>CRE lower secondary curriculum learners' book 2 Pg. 24-29.</p> <p>Pictures on chart showing people smoking, sneezing, sharing with the teacher, bathing, washing hands etc. on how to have self-respect.</p> <p>They also share on how African promoted human dignity and their sexuality with the teacher.</p> <p>They note their findings in the notebooks.</p>	

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12.1. Activity of integration.	Ability to apply values, skills and understanding learnt in term 1.	<ul style="list-style-type: none"> Plans and organises an activity of integration to check on the level of understanding of the content. 	Fountain chemistry learners' book 2 Pg. 17-18. Active chemistry learners' book 2 Pg. 20.	
NOTE: <ol style="list-style-type: none"> A teacher should think of other learning resources within his/her reach. The methodology can vary basing on the level of understanding of the learner i.e. Average, time takes and faster learners. A teacher can use the books available not specifically what has been used in scheming as long as they have the content. Each lesson is a double lesson 				

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P= I partially taught it e.g. I didn't get through all the content.

R= I taught the lesson, but I think students would benefit from a review

NOTE

- A teacher should use many methods as he/she can to bring out the message.
- Books may differ so a teacher should the book in his /her access.
- Teacher should think of other learning resources to help him /her deliver the lesson well.

WEEK SUBTOPIC	LEARNING OUTCOME	METHODOLOGY	TEACHING/LEARNING RESOURCES	Y P R
Theme: Man's social relations.				

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TOPIC: Marriage Competency: The learners appreciate the importance of marriage and how it fosters the values of love, honesty, harmony and generosity.				
1.1 Purpose of courtship and marriage (meaning and purpose of marriage)	Understand the meaning and purpose of courtship and marriage in the promotion of love and honesty.	<ul style="list-style-type: none"> Learners demonstrate on how it ends with marriage. Tasks learners to interpret the demonstration through questions and answers. Displays pictures on the chart showing different forms of marriage. In groups they interpret the forms of marriage in the picture. Explains to them on the correct meaning of courtship and marriage. They write notes in their books. Tasks them to make research in the community on how courtship 	Pictures on the chart showing different forms of marriage. Video clip showing different forms of marriage. Fountain CRE teachers' guide book 2 Pg. 82-89. Fountain CRE learners' book 2 Pg. 51-55. CRE lower secondary curriculum learners' book 2 Pg. 32-37.	
2.1 Marriage as a custodian of love and honesty.	Appreciate the purpose of marriage.	<ul style="list-style-type: none"> Use a starter activity to review the previous lesson with others. Guides learners to read a story presented on a manila paper which has the purpose of marriage as a custodian of love. Groups learners and guides them to interpret the story. Tasks them to share their opinions about marriage as a custodian of love and honesty. Tasks learners to read bible verses on the values of love and honesty. 	Manila chart with a story showing marriage as a custodian of love and honest. Bible text e.g. Gen 29:15-20, 1SAM 1:1-8, Deut 24:5, Proverbs 5:15-20, Gen 2:18 etc. Fountain learners' guidebook 2 Pg. 56-57.	

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		<ul style="list-style-type: none"> Guides them to share their findings and then write in their books. 	Baroque New lower secondary school curriculum CRE learners' book 2 Pg. 32-33.	
3.1 Problems associated with absence of courtship before marriage and the value of preparation for marriage.	<p>Understand the problems associated with absence of courtship.</p> <p>Appreciate the value of preparing for marriage.</p>	<ul style="list-style-type: none"> Questions learners to brainstorm on the meaning of courtship and its importance. Projects a story about problems associated with absence of courtship before marriage. Guides learners to read the story to discover the problems associated with absence of courtship before marriage. 	<p>Baroque New lower secondary school curriculum CRE Pg. 33-34.</p> <p>Projects a story about the value of preparing for marriage.</p> <p>Guides learner to read and interpret the values of preparing for marriage.</p> <p>Share their findings with the teacher and write their answers /findings in their books.</p>	
4.1 The value of unity and children in marriage.	<p>Understand the value of unity in marriage.</p> <p>Appreciate the importance of children in a marriage and society.</p>	<ul style="list-style-type: none"> Tasks learners to brainstorm on the value of unity in marriage in present situation. They share their findings individually. Displays Bible verses on a manila chart and guides learners to read and make interpretations. Guides them to discuss on the importance of children in marriage and society. They share their findings and write in their individual books. 	<p>Bible e.g. Gen 2:21-23, 2:24, 2:18-21.</p> <p>Fountain CRE teachers' book 2 Pg. 101-108.</p> <p>Fountain CRE learners' book 2 Pg. 65-71.</p> <p>CRE lower secondary curriculum teachers' guidebook 2 Pg. 60-63.</p>	

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			CRE lower secondary curriculum learners' book 2 Pg. 37 -41.	
5.1 Keeping a childless marriage happy. The right time for pregnancy.	<p>Understand the right for pregnancy in order to be good parents.</p> <p>Appreciate the value of love in marriage.</p>	<ul style="list-style-type: none"> • Tasks learners to generate ways of childless marriage can live happily. • Organises them in manageable groups and encourage them to share if they have seen a childless family and how they feel about it. • Guides them to write notes in their books. • Randomly asks learners the right time for pregnancy. • Guides them to read the dialogue in pairs. • Checks the final product to emphasise understanding and maturity. • They write notes in books individually. 	<p>Bible 1Sam 1:1-20, Gen 15:1-4, Gen: 16:1 etc.</p> <p>Fountain CRE teachers' guidebook 2 Pg. 111-115.</p> <p>New lower secondary school curriculum CRE learners' book 2 Pg. 39-41.</p> <p>Fountain CRE learners' book 2 Pg. 70-74.</p>	
6.1 Marriage in the Old Testament. The values of love, patience and forgiveness.	<p>Appreciate Christian teaching about marriage.</p>	<ul style="list-style-type: none"> • Tasks learners to brainstorm on what they know about marriage in the bible. • Guides learners to read Bible text in Hosea 2 and 3 about UN faithful Gomer unfaithful Israel. • Guides them to interpret the bible verses about the value of love, patience and forgiveness in marriage. • In their groups they share their findings with the teacher. • Tasks them to summarise the value of love, patience and forgiveness basing on Hosea's marriage with Gomer. 	<p>Bible i.e. Hosea 2 and 3.</p> <p>Fountain CRE teachers' guidebook 2 Pg. 118-121.</p> <p>Fountain learners' book 2 Pg. 75-78.</p> <p>Baroque New lower secondary school curriculum CRE learners' book 2 Pg. 42-43.</p>	

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<p>7.1</p> <p>Marriage in the New Testament.</p> <p>The conduct of husband and wives according to 1 peter 3:1-7.</p>	<p>Appreciate Christian teaching about marriage.</p>	<ul style="list-style-type: none"> • Writes a starter activity and tasks learners to give the ways in which the husbands and wives conduct themselves toward each other in their communities. • Randomly, they give their opinions on what they see. • Supplements on their views by explaining what happens in the villages. • Displays bible views on manila to the learners to read understand what they knew testament talks about the conduct of wives and in marriage. • They read and interpret what they understand. • Explains to them what 1 peter talks about wives and husbands. • Individually, they write their findings in their books. • Tasks them to make more research from some Christians on what the New Testament talks about marriage. 	<p>Bible i.e. 1 peter 3:1-7.</p> <p>Fountain CRE teachers' guidebook 2 Pg. 121-122.</p> <p>Fountain learners' book 2 Pg. 78-79.</p> <p>Baroque New lower secondary school curriculum CRE learners' book 2 Pg. 43-45.</p>	
<p>8.1</p> <p>Ways of promoting stability in marriage.</p>	<p>Understand the ways of promoting stability in marriage.</p> <p>According to John 2:1-12.</p>	<ul style="list-style-type: none"> • Introduces a lesson by asks learners whatever they have ever seen a stable marriage and what they think has made that marriage stable. • They give their views about the marriages they have ever seen in their communities which are stable. • Raps up by explaining to them what happens in the communities and then introduces the cone of the day's lesson. • Displays bible verses i.e. John 2:1-12 and tasks them to read. • They read and interpret the bible verses. 	<p>Bible i.e. John 2:1-12.</p> <p>Fountain CRE teachers' guidebook 2 Pg. 123-124.</p> <p>Fountain learners' book 2 Pg. 79-80.</p> <p>Baroque New lower secondary curriculum CRE learners' book 2 Pg. 45.</p>	

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		<ul style="list-style-type: none"> • Raps up by explaining to them what John talks about a stable marriage. • Individually, they write in their books what they have understand. • Tasks them to make more research from the community members. 		
9.1 Expected Christian behaviour in marriage.	Appreciate Christian teaching about marriage.	<ul style="list-style-type: none"> • Introduces a lesson by questioning learners to write about what they on how Christians should behave in marriage. • Randomly, tasks them to share their views by displaying bible verses in 1 Corinthians 7 and tasks them to read. • They read, interpret and share their ideas with the teacher on the expected Christian behaviours according to the bible i.e. 1 Corinthian 7. • Explains to them what the bible talks about the Christian behaviours according to 1Corinthan 7. • Raps up by telling them to read the summary text and sot down in their books some important ideas. 	<p>Bible i.e. 1Cor 7:2-39.</p> <p>Fountain CRE teachers' guidebook 2 Pg. 124-126.</p> <p>Fountain learners' book 2 Pg. 80-81.</p> <p>Baroque New lower secondary school curriculum CRE learners' book 2 Pg. 45-46.</p>	
10.1 Courtship and marriage in African traditional society.	Appreciate African marriage and the values therein.	<ul style="list-style-type: none"> • Introduces a lesson by asking learners if they have ever attended a traditional marriage and if they know how courtship was conducted in ATS and if they had ever attended traditional marriage was it conducted? • They give their ideas on what they know as they share in class. • They open textbooks and observe the pictures about traditional marriage. • They share in their groups what they observe about traditional marriage. • Explains to teachers how courtship was conducted in ATS and the value of marriage in ATS. 	<p>Fountain CRE teachers' guide book 2 Pg. 127-131.</p> <p>Fountain CRE learners' book 2 Pg. 81-85.</p> <p>Baroque New lower secondary school curriculum CRE book 2 (learners' book) Pg. 46-48.</p>	

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		<ul style="list-style-type: none"> • They are tasked to write the ideas in their books. • For more understanding they are tasked to make more research on African Traditional marriage and courtship from the elders in the community. 	CRE lower secondary curriculum teachers' guidebook 2 Pg. 77-81.	
11.1 A comparison between Traditional and Christian marriage.	Understand the similarities and differences between Christian and Traditional marriages.	<ul style="list-style-type: none"> • Introduces the lesson by reviewing the previous work through use of question-and-answer approach. • Tasks them to research similarities and differences between Christian and marriages. • Guides them to compare traditional and Christian marriages through working out an activity. • In their groups, they share findings with others. • Raps up by explaining the similarities and differences about Christian and traditional marriage. • They note in their notebooks. 	<p>Internet.</p> <p>Resourceful persons like parents, clan leaders, religious leaders.</p> <p>Fountain CRE teachers' guidebook 2 Pg. 132-135</p>	
12.1 Activity of integration.	Ability to apply values, skills and understanding learnt in term 2.	<ul style="list-style-type: none"> • Gives instructions to learners. • Gives an activity of integration to check on the learner's ability to apply skills & knowledge attained. 	<p>N.B</p> <p>Formulate any scenario related to the chapter.</p>	

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Term: THREE

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WEEK/ SUB-TOPICS	LEARNING OUTCOMES	METHODOLOGY	TEACHING MATERIALS	Y P R
Theme: Man's social relations. TOPIC: Family. Competency: The learner understands how family promotes the value of responsibility unit, loyalty generosity and harmony as derived from Christianity and African traditional society.				
1.1 The importance of family to society. Meaning and importance of family.	Understand the importance of family to society in promotion of unity.	<ul style="list-style-type: none"> Guided learners demonstrate on a composition of a family. Groups learners to discuss and interpret the demonstration to come up with the meaning of a family. They share their findings with the teacher and the rest of the class. They read a story in order to come up with the importance of a family to the members and society. In groups they write their findings on a manila chart and present to the other members. Wraps up the discussion by telling learners the meaning and importance of a family to the society. They write notes in their books individually. 	CRE teachers' guidebook 2 lower secondary curriculum Pg. 92-95. Fountain CRE teacher's guidebook 2 Pg. 138-143. Baroque New lower secondary curriculum CRE learners' book 2 Pg. 51-55.	
2.1 Types of families (Advantages and disadvantages).	Know the various types of family to develop unity, empathy, loyalty and generosity.	<ul style="list-style-type: none"> Introduces the lesson by reviewing the previous lesson through the use of question and answer approach. Organises learners in pairs to read and act the major types of families today. They are tasked to answer the questions that follow. 	Fountain Christian religious education teachers' guidebook 2 Pg. 144-148. CRE teachers' guide, lower secondary curriculum book 2 Pg. 88-91.	

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		<ul style="list-style-type: none"> • They write notes in their books individually. • They are guided to read the summary text about other types of families. 		
3.1 Values promoted by each type of family.	Understand the roles of different members of the family to promote values of individual's responsibility.	<ul style="list-style-type: none"> • Introduces lesson by asking learners on the different values they know which exhibited people in families are. • Instructs them to read with the different exhibited in families. • They read the text, interpret and share ideas in their groups. • In groups they share their findings with the rest of the class in reference to the text. • Explains the other values not mentioned by the learners and instructs them to write notes in their books. 	Baroque New lower secondary school curriculum learners' book 2 Pg. 60-62.	
4.1 Roles of family members in a family according to the Bible.	Understand the role of different members of the family to promote the values of individual responsibility.	<ul style="list-style-type: none"> • Reminds learners on the role of the family members in the African family. • It is done through a guided short skit by the learners. • They are instructed to observe and share their findings in groups. • Instructs them to write their findings in their notebooks and even think and write other roles they individually know. • Wrap up the lesson by explaining the role of the family members from the family read to the children. 	<p>Fountain CRE teachers' guidebook 2 Pg. 155-162.</p> <p>Fountain CRE learner's book 2 Pg. 102-108.</p> <p>CRE teachers' guidebook 2 lower secondary curriculum Pg. 92-96.</p> <p>Baroque New lower secondary school curriculum CRE learners' book 2 Pg. 62-64.</p> <p>Bible, Ephesians 6:1-4, 1 Peter 3: 1-7 etc.</p>	

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<p>5.1</p> <p>The value of harmony within family relationships.</p>	<p>Appreciate the value of harmony within the family relationships.</p>	<ul style="list-style-type: none"> • Introduces a lesson by asking learners to tell the meaning of the term harmony. • They should be told that in families there is misunderstandings. • Share a scenario where parents conflicted with their children. • Encourages them to draw lessons from the scenario. • Engages them in a class discussion and brainstorm on the causes of misunderstands between children and parent. • Tasks them to write in their books the causes of misunderstandings between parents and their children, how misunderstandings can be stopped and also write a letter advising a friend on how to improve his/her relationship with parents. 	<p>Fountain CRE teachers' guidebook 2 Pg. 162-169.</p> <p>Fountain CRE learners' book 2 Pg. 107-113.</p> <p>Baroque New lower secondary school curriculum learners' book 2 Pg. 64-68. Bible, Paul's letter to the Ephesians 5:21-33, 6:1-4 and 6:5-9.</p>	
<p>6.1</p> <p>Dangers of family instability on family members and society.</p> <p>The current family friends (The current</p>	<p>Understand current family friends.</p>	<ul style="list-style-type: none"> • Introduces the lesson by asking learners to share what they think are the consequences of family misunderstandings the solutions and also the importance of harmony in a family. • Guides learners in pairs to read and act the dialogue given. • They individually write a report of their findings and then evaluate it. • Checks for knowledge, relevance and accuracy of the final product. 	<p>Fountain CRE, teachers' guide book 2 Pg. 171-176.</p> <p>Fountain CRE learners book 2 guide Pg. 113-115.</p> <p>Baroque New lower secondary curriculum learners' book Pg. 71.</p> <p>Christian religious education lower secondary curriculum learner's book 2 Pg. 64-65.</p>	

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<p>family patterns).</p>		<ul style="list-style-type: none"> • Wraps up by telling learners to always advise the marrieds to find all the ways to stop misunderstandings so as to live in harmony. • Guides learners to read the introductory text to discuss and brainstorm on the current family patterns. • Organises learners in groups to study pictures and describe them. • Through co-operative learning, they come up with the causes of changing family patterns in Africa. • Through research they find out the patterns in both traditional & modern families. 	<p>Internet.</p> <p>Library books.</p>	
<p>7.1</p> <p>Challenges facing modern family settings.</p> <p>Ways of promoting the night attitudes towards family.</p>	<p>Understand current family trends.</p>	<ul style="list-style-type: none"> • Introduces the lesson by reviewing the previous lesson through question and answer approach. • In groups they discuss and come out with the effects of the changed patterns, challenges and the solutions to solve them. • Checks the final product for accuracy and relevancy of the final information. • Explains to them the challenges and solutions. • They write in their books. • In groups, they discuss and write on charts the ways of promoting the night attitudes towards family. 	<p>Fountain CRE teachers' guide book 2 Pg. 176-181.</p> <p>Baroque New lower secondary school curriculum learners' book 2 Pg. 70-72.</p> <p>Fountain CRE learners' book 2 Pg. 115-117.</p>	

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		<ul style="list-style-type: none"> Explains to them and write in their books. 		
8.1 Biblical teaching about family. (Abraham's family as an example to identify family values.	Appreciate Christian teaching about family.	<ul style="list-style-type: none"> Reviews the previous lesson through question and answer approach. Distributes the bible verses among groups and encourage them to read and share their interpretations. Explains to them and they write in their notebooks after agreement. 	Fountain CRE teachers' guidebook 2 Pg. 182-188. Baroque New lower secondary school curriculum learners' book 2 Pg. 72-74.	
9.1 The nature of family in traditional African society.	Understand the nature of the traditional African family.	<ul style="list-style-type: none"> Remind the learners about the types of family in ATS and the roles of the family members. This will connect the lesson to the present one. Let the learner's research about the nature of an African family and the roles of family members. In their groups they share about such families and later memorise their generated ideas. Tasks learners to perform a given task and write their findings in their books. 	Fountain CRE teachers' guidebook 2 Pg. 188-191. Baroque New lower secondary school curriculum learners' book 2 Pg. 74-78. Fountain CRE learners' book 2 Pg. 121-123.	
10.1 Comparison between African Traditional and modern family life.	Understand how modernity has influenced the African family.	<ul style="list-style-type: none"> Help the learners to review the two types of families they have already looked at. Guides them to draw the similarities and differences in a table form. In their groups, they share their findings. 	Fountain CRE teachers' guidebook 2 Pg. 191-194. Baroque New lower secondary school curriculum learners' book 2 Pg. 78-79. CRE, lower secondary curriculum learners' book 2 Pg. 70-71.	

SCHEME OF WORK

		<ul style="list-style-type: none"> Explains to them the comparison between the two types of families. Assigns them to write note in their books. 		
11.1 Activity of integration and End of year Assessment.	Ability to apply values, skills and understanding learnt in term 3.	Administers the activity of integration to check the knowledge of understanding. Gives the end of Year assessment.		
12.1 End of year Assessment.	Ability to apply values, skills and understanding from what learnt in the entire year.	Marking and preparing report cards.		