



The Republic of Uganda

Ministry of Education and Sports

**CHRISTIAN RELIGIOUS EDUCATION  
CHRISTIAN LIVING TODAY  
TEACHING SYLLABUS**

Uganda Certificate of Education

**Senior 1 - 4**

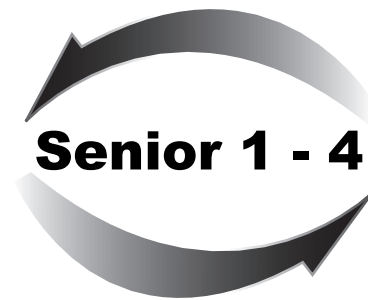


National Curriculum Development Centre  
P.O. Box 7002  
Kampala - Uganda

**Year 2008**

# **CHRISTIAN RELIGIOUS EDUCATION CHRISTIAN LIVING TODAY, TEACHING SYLLABUS**

**UGANDA CERTIFICATE OF EDUCATION**



**National Curriculum Development Centre**

**NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC) UGANDA - 2008.**

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Gratitude goes to the Ministry of Education and Sport for supporting the writing of the different subject syllabi. Our thanks also go to partners in education who provided the professional information and advice that was put together to come up with this teaching syllabus. These include Secondary Schools, Universities, National Teacher Colleges, Uganda National Examinations Board (UNEB), Directorate of Education Standards (DES), Technical and Business Institutions, Private Organisations and Religious Organisations.

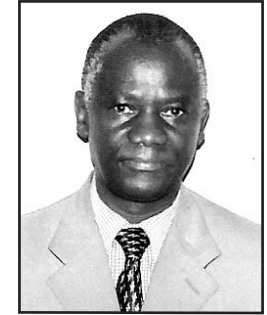
Last but not least we would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on the various syllabi.

The National Curriculum Development Centre (NCDC) takes responsibility for any shortcomings that might be identified in the publication and welcomes suggestions for effectively addressing the inadequacies.



Connie Kateeba  
**DIRECTOR,**  
**National Curriculum Development Centre**

## FOREWORD



The educational experiences one goes through have a lot of bearing on the knowledge and skills acquired, attitudes developed and consequently what one is able to do in achieving quality and successful life.

The teaching syllabuses for O-Level subjects will go a long way in achieving the government aims and objectives of education for all. For a long time each school has been developing its own teaching syllabuses. However, there has been need to standardise the various teaching syllabuses, in terms of scope and depth of the content in the various subjects for every school. This will provide detailed guidance to the teacher for scheming and lesson preparations. The syllabuses still leave room for the teacher to use his/her own creativity. These standardised syllabuses will guide the teaching/learning process.

I appeal to all stakeholders to join hands and make the implementation of this educational process a success.

A handwritten signature in black ink, appearing to read 'Dr. John Mbabazi'.

**Dr. John Mbabazi**  
Director of Education  
Ministry of Education and Sports

# SECTION I

## INTRODUCTION

The Christian Religious Education (223) syllabus was put together from 1970 – 1973 by a committee of Catholic and Protestant delegates from Kenya, Malawi, Tanzania Uganda and Zambia at three workshops, which took place at Rubaga, Kampala. The three workshops were named “The Rubaga Workshop”. They were organized to meet an emerging need arising out of the gradual replacement of the Cambridge Examinations system by the East African Examinations one. It became necessary to formulate a new syllabus which was more relevant to the needs of Secondary School pupils in East-Africa. In order for the syllabus to be accepted to the Churches, it was necessary to involve them in its preparation.

The workshop delegates strived to produce a syllabus that emphasized education for life rather than the mere academic acquisition of abstract Bible knowledge. The starting point of the new syllabus therefore became the students’ own experiences. The themes selected for study were life themes relevant to the students.

Consequently, the specific aim of the syllabus was to enable the students to grow towards responsible Christians maturing, seeing more clearly the demands of their faith in their life, making their own values they now consider worthwhile and bringing them to the world by relating their Christian faith to their lives.

## PURPOSE

The teaching of Religious Education in Secondary schools is in line with the recommendations of the 1992 Government White Paper which call for the teaching of value oriented subjects.

Religious Education prepares learners for the real world; it promotes the development of moral, ethical and spiritual values. It further helps the learners to develop a sense of tolerance and human fellowship.

Religious Education instils Christian values in learners through relating the content to daily life in the changing and developing world in which they are members. It finally equips learners with a sense of self discipline and integrity.

## BROAD AIMS OF EDUCATION

- (i) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration of internal relations and beneficial inter-dependence;
- (ii) To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship;
- (iii) To inculcate a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community;

- (iv) To promote scientific, technical and cultural knowledge, skills and attitudes needed to promote development;
- (v) To eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development, for better health, nutrition and family life, and the capability for continued learning; and
- (vi) To contribute to the building of an integrated, self-sustaining and independent national economy.

## **AIMS AND OBJECTIVES OF SECONDARY EDUCATION**

- (i) Instilling and promoting national unity and an understanding of social and civic responsibilities; strong love and care for others and respect for public property, as well as an appreciation of international relations and beneficial international co-operation.
- (ii) Promoting an appreciation and understanding of the cultural heritage of Uganda including its languages;
- (iii) Imparting and promoting a sense of self-discipline, ethical and spiritual values and collective personal responsibility and initiative;
- (iv) Enabling individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- (v) Providing up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry their application in the content of socio-economic development of Uganda;
- (vi) Enabling individual to develop basic scientific. Technological, technical, agriculture and commercial skills required for self-employment;
- (vii) Enabling individuals to develop persona skills of problem-solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and develop of social, physical and leadership skills such as are obtained through games, sports, societies and clubs.
- (viii) Laying the foundation for further education;
- (ix) Enabling the individual to apply acquired skills in solving problems of the community and to develop in him a strong sense of constructive and beneficial belonging to that community;
- (x) Instilling positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities.

## **AIMS OF RELIGIOUS EDUCATION; CHRISTIAN LIVING TODAY**

The teaching of Christian Religious Education aims at achieving the following:-

- Inculcating moral, ethical and spiritual integrity, tolerance and human fellowship.
- Enabling learners to bring Christian values to the world by relating the content to daily life in the changing and developing society in which they are members.
- Helping the learners to develop a positive attitude towards living with others in the community and learn to show respect and tolerance in the face of differences.
- Enabling learners to develop a positive attitude towards God's creation and learn to respect, conserve and develop it.



- Enable learners develop awareness of God and knowledge of his presence in the world
- Enable learners to acknowledge God as the Creator and Almighty

## **TARGET**

The syllabus is supposed to be used by a qualified and trained Grade V or graduate Christian Religious Education teacher.

## **SCOPE AND DEPTH**

The scope covers the following topics:

### **TOPIC 1: Christ and My Personal Freedom**

How people develop  
In Jesus Christ, God has given all people the means to fulfill their human  
Possibilities or desires  
People's choices and the choices of Jesus

### **TOPIC 2: Christ and My Work and Relationships**

How people discover their talents  
How people can use their talents together  
Societies educate their members for life  
Through efforts to create fellowship, people help to build up the Kingdom of God.  
Overcoming obstacles to fellowship

### **TOPIC 3: Christ and My Power to Live**

Christian hope  
Disappointment, failure, suffering and death  
We are fulfilled through the Resurrection of Jesus and life in the Spirit of the risen Lord.  
Prayer means saying Yes to God through our daily life and through our explicit  
Prayer

### **TOPIC 4: Christ and My Responsibility in Community**

Christ and the desire for freedom  
Freedom for truly human development

Persons develop within the community  
Formation of conscience: values and attitudes  
Living responsibility in the Christian community

**TOPIC 5: My Search for Values**  
Respect for authority and leadership  
Respect for the gift of life  
Respect for personal relationships  
Respect for human sexuality

**TOPIC 6: My Response to Values**  
Respect for truth  
Respect for Justice Continual conversion, sin, guilt,  
forgiveness and reconciliation.

**Major Theme 1: Man in a Changing Society**

**Sub-Themes:** Living in a Changing Society  
Working in a Changing Society  
Leisure in a Changing Society

**Major Theme 2: Order and Freedom in Society**

**Sub-Themes:** Justice in Society  
Service in Society  
Loyalty to Society

**Major Theme 3: Life**

**Sub-Themes:** Happiness  
Unending Life  
Success

**Major Theme 4: Man and Woman**

**Sub-Themes:** Family Life  
Sex Differences and the Person  
Courtship and Marriage

**Major Theme 5: Man's Response to God through Faith and Love**

**Sub-Themes:** Man's Quest for God  
Man's Evasion of God  
Christian Involvement in the World

The depth of the topics is clearly indicated in the content column of the matrix.

## **TIME ALLOCATION**

Time allocated is 2 periods of 40 minutes per week for the three terms from senior one to four.

**Note:** It is important that the teachers guide the learners on how to do individual study outside class time.

## **HOW TO USE THE SYLLABUS**

Being a value subject, the teacher should ensure that value appreciation is stressed during the teaching/learning process. Teaching and learning strategies have been suggested as indicated in the syllabus matrix. However the teacher should use creativity and employ any other strategy that can enrich the teaching and learning process.

The teaching syllabus will be used alongside the Teacher's handbooks for Developing in Christ 1 and 2, Christian Living today, Study Books 1 and 2, the Bible and any other relevant resource materials.

The teacher is expected to:

- (i) Make a scheme of work basing on the teaching.
- (ii) Make lesson plans with detailed methodology and assessment methods as highlighted in the syllabus.
- (iii) Ensure that the teacher assesses the learners basing on the objectives spelt out in the teaching syllabus.
- (iv) Linking instructional objectives to aim of Education, aims of Secondary Education in Uganda and the general aims of teaching Christian Religious Education in Uganda.
- (v) Follow the sequence of curriculum topics as they are laid down in the teaching syllabus.

## **MODE OF ASSESSMENT**

Assessment is a vital aspect of the teaching and learning process. It aims at identifying learners with difficulties so that extra support can be provided to them. It measures what a learner has achieved and encourages them to perform better. It enables the teacher to make new strategies for effective teaching and learning. It helps to measure progress from one topic to another. It helps identify gifted children so that enrichment work can be given to them. Provides information and motivation to children, parents, guardians, administrators and others. Assessment will take two forms which include: Continuous assessment and summative assessment. Continuous assessment will be done through class exercises, homework, assignments, tests, projects and report writing. Every sub topic should be concluded with a form of assessment. In order to have meaningful continuous assessment, it should be well organised based on what a learner has learnt. It has to be simple and ongoing, truthful and objective.

Summative assessment will be done in Senior 4 Term 2 and Term 3 and the examination format will be as follows:

There will be one paper of 2 ½ hours consisting of five sections, A, B, C, D and E. Each section corresponding to a major theme will contain three questions.

Each candidate will be required to answer one question from each section under the following themes:

- i) Man in a Changing Society
- ii) Order and Freedom in Society
- iii) Life
- iv) Man and Woman
- v) Man's Response to God through Faith and Love.

## SECTION TWO

### SENIOR ONE      TERM I

**TOPIC 1:                    CHRIST AND MY PERSONAL FREEDOM**

**DURATION: 17 PERIODS**

**General Objectives: By the end of the topic the learner should be able to:-**

- (i) Describe various ways through which people develop
- (ii) Express appreciation for the value of sharing in relationships and development
- (iii) Express an understanding that in Christ people are given means to fulfill their possibilities or desires.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>How people develop</b>	By the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>- Show familiarity in the new school</li> <li>- Point out reasons why young people desire to join secondary school</li> <li>- Express appreciation for the value of sharing in developing relationships.</li> <li>- Express appreciation of the riches and dignity of human life</li> <li>- Realize that God is the source of life and happiness.</li> </ul>	<ul style="list-style-type: none"> <li>- What it means to be a secondary school student</li> <li>- Desire for secondary school education.</li> <li>- Sharing</li> <li>- Life as a God given gift</li> <li>- God the source of life and happiness</li> </ul>	<ul style="list-style-type: none"> <li>- Picture study</li> <li>- Guided discovery into what it means to be a secondary school student.</li> <li>- Discussion on reasons why young people desire to join secondary education</li> <li>- Group work and report writing on the importance of sharing</li> <li>- Discussion about life</li> <li>- Video show of the creation.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<p><b>In Jesus Christ God has given all people the means to fulfill their human possibilities or desires.</b></p>	<p>By the end of the sub topic, learners should be able to :-</p> <ul style="list-style-type: none"> <li>- Define vision and power in the content of human possibilities and desire.</li> <li>- Express appreciation of the need for each other in developing and achieving desired visions.</li> <li>- Express realization that Jesus offers both a vision of human life and the power to live according to that vision.</li> </ul>	<ul style="list-style-type: none"> <li>- Vision and power</li> <li>- How people develop visions</li> <li>- The need for each other in achieving visions.</li> <li>- In Jesus, we have both the vision of life and the power to live according to that vision.</li> <li>- The life that Jesus lived and wants us to live.</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery into the meaning of vision and power.</li> <li>- Picture study</li> <li>- Guided discovery on how people develop vision.</li> <li>- Discussion about how people receive vision</li> <li>- Drama on how Jesus wants people to live.</li> </ul>
<p><b>How people can find Jesus Christ today</b></p>	<p>By the end of the sub topic, learners should be able to:</p> <ul style="list-style-type: none"> <li>- Describe the life that Jesus lived and wants us to live.</li> <li>- Point out the different people's views about Jesus.</li> <li>- Point out ways Jesus described himself.</li> <li>- Describe Jesus' death and resurrection</li> </ul>	<ul style="list-style-type: none"> <li>- The life that Jesus lived and wants us to live</li> <li>- Different people's perception of Jesus during his life among them. Matthew. 4:2– 25; Luke 11: 16, Luke. 20:25, Mark. 1:22 Mark. 13: 9 – 10</li> <li>- How Jesus described himself Luke. 4:16 – 21</li> <li>- Jesus' death and resurrection</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading of the relevant texts.</li> <li>- Discussion of the texts read about Jesus' life death and resurrection</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Show different people's thought about Jesus immediately after his death and resurrection.</li> <li>- Express the realization that Jesus is the same for his people today as he was for the first Christians.</li> </ul>	<ul style="list-style-type: none"> <li>- Differentiate people's thought about Jesus immediately after his death and resurrection (Luke. 24: 13 – 35; John. 20: 10 – 29)</li> <li>- The New Testament as a faith record of the early church communities.</li> <li>- Role of the New Testament in the early church</li> <li>- John. 20: 21 – 22</li> <li>- Acts 10. 34 – 44</li> <li>- The unchanging nature of Jesus</li> <li>- Acts 8:26 – 39</li> <li>- Acts 2: 42 – 47 , 4:33</li> <li>- Acts 4:20 Acts 11:18</li> </ul>	<ul style="list-style-type: none"> <li>- Dramatic Bible reading</li> <li>- Analysis of the Bible passages</li> <li>- Guided discovery into the role of the New Testament in the early Church</li> <li>- Bible reading</li> <li>- Picture study and analysis</li> <li>- Drama on the unchanging nature of Jesus</li> <li>- Bible reading</li> <li>- Picture study and analysis.</li> </ul>
<b>People's choices and the choices of Jesus</b>	<p>By the end of the sub topic, learners should be able to:</p> <ul style="list-style-type: none"> <li>- Identify circumstances in life that are not chosen.</li> <li>- Express appreciation of the various circumstances of life</li> <li>- Develop the ability to judge different circumstances of life.</li> </ul>	<ul style="list-style-type: none"> <li>- Circumstances in life.</li> <li>- Those that are chosen.</li> <li>- Those that are not chosen.</li> <li>- How to cope and accept those that are not chosen.</li> </ul>	<ul style="list-style-type: none"> <li>- Picture study, analysis and discussion about circumstances in life.</li> <li>- Summary writing.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Express awareness that human development depends on one's goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Development of persons requires understanding of goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Picture study and analysis.</li> <li>- Reading of text in the pupils book Pg. 27.</li> <li>- discussion of the relationship between development and goals</li> </ul>
	<ul style="list-style-type: none"> <li>- Identify the circumstances that Jesus underwent that were not of his own making.</li> <li>- Describe Jesus' development as a person from childhood to death.</li> <li>- Point out days through which Jesus evaluated and acted on the circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus' circumstances.</li> <li>- Those he did not choose.</li> <li>- Jesus' development as a person.</li> <li>- How Jesus understood his circumstances.</li> <li>- Ways through which Jesus evaluated his circumstances</li> <li>- How Jesus acted on his circumstances Luke2:52, Mathew 2, Luke 4:23 – 24, John 1:46. Luke 2: 1- 7, Mk6: 3 – 4, Luke 2:41 – 50)</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery on Jesus' circumstances</li> <li>- Discussion about Jesus' development as a person.</li> <li>- Group work discussion and report writing on how Jesus evaluated his circumstances.</li> <li>- Bible reading and analysis of text about how Jesus acted on his circumstances.</li> </ul>
	<ul style="list-style-type: none"> <li>- Give the meaning of goal.</li> <li>- Identify different life goals.</li> <li>- Express appreciation of Jesus' effort to establish the kingdom of God. despite the different circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>- The establishment of the kingdom of God by Jesus [Jesus' goal]. Luke 2:41 – 50 Matthew 13:4 – 9 Mark 4:3 – 9 Luke 8:5 – 8</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion about how Jesus established God's Kingdom.</li> <li>- Bible reading and analysis of texts concerning the establishment of God's Kingdom on earth.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		Matthew 13: 24 – 30 Matthew 13: 31 – 32 Mark 4: 30 – 32 Luke:13:18 – 19 Matthew 13 – 20 – 21 Matthew 13: 45 Matthew: 13:44 Mark 4: 26 – 29 Matthew 13: 47 – 50	<ul style="list-style-type: none"> <li>- Reading of the various Biblical texts.</li> <li>- Analysis of the Biblical texts read concerning the establishment of God’s Kingdom on earth</li> </ul>
	<ul style="list-style-type: none"> <li>- Define baptism</li> <li>- Describe the baptism of Jesus Christ</li> <li>- Discover that his beginning marked the beginning of his public ministry which led to the establishment of the Kingdom of God on earth.</li> </ul>	<b>BAPTISM</b> <ul style="list-style-type: none"> <li>- Jesus’ baptism.</li> <li>- Jesus baptism as a sign of his acceptance of his goal in life. (Matthew13:17 Mark 1:9 – 11 Luke 3: 21 – 22)</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion about the baptism of Jesus.</li> <li>- Bible reading and analysis of the text.</li> </ul>
	<ul style="list-style-type: none"> <li>- Show understanding of the meaning of baptism in the lives of Christians.</li> <li>- Express appreciation that Christian baptism is acceptance of a goal in life.</li> <li>- Identify the various choices made by Jesus after baptism.</li> </ul>	<ul style="list-style-type: none"> <li>- Christian baptism as a sign of acceptance of a goal in life.</li> <li>- The meaning of baptism in the lives of Christians.</li> <li>- Jesus’ baptism and its effect on the daily choices of his life. Matthew. 4: 1 – 11 Mark 8:33 John. 7:3 – 8 Mark. 15: 29 – 32</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion about Christian baptism</li> <li>- Picture study and analysis</li> <li>- Bible study and analysis about the meaning of Jesus’ baptism and its effects on the daily choices of his life.</li> </ul>



SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		Luke 23:37 Matthew. 27: 39 – 44, Hebrews:2:18	
	<ul style="list-style-type: none"> <li>- Show understanding that Christian baptism requires constant conversion in life.</li> <li>- Show appreciation that Christian daily choices depend on following the example of Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>- Christian baptism and its effects on their daily choices.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion about baptism and its effects on people's daily choices.</li> </ul>

**TOPIC 2: CHRIST AND MY WORK AND RELATIONSHIPS**

**DURATION: 7 PERIODS**

**General Objectives: By the end of the topic the learner should be able to:-**

- (i) mention the values of work in developing human relationships
- (ii) express appreciation of the development of talents for personal and community development.
- (iii) show an understanding that through fellowship people develop the Kingdom of God.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<p><b>How people discover their talents</b></p>	<p>By the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Define talents</li> <li>- Identify his/her talents.</li> <li>- Mention his/her personal development and relationship in society.</li> <li>- Show the similarities and differences between work at home and that at school</li> <li>- Express understanding that there is need to develop ones talents.</li> <li>- Express appreciation for developing talents in mutual relationship of peace and joy.</li> <li>- Express realization that our gifts (talents) are entrusted to us by God.</li> <li>- Point out that God wants us to use our talents to develop as persons.</li> <li>- Express appreciation of the talent(s) given to them by God.</li> </ul>	<ul style="list-style-type: none"> <li>- Work performed at home and its contribution to yourselves and others.</li> <li>- Differentiation between work at home and that in the school.</li> <li>- Developments of talents to live together in relationships of peace and joy.</li> <li>- The parable of the talents Matthew . 25: 14 – 30.</li> <li>- Prayer service on the parable of the talents.</li> </ul>	<ul style="list-style-type: none"> <li>- Picture study</li> <li>- Role play of the work performed at home.</li> <li>- Analysis of the parable of talents.</li> <li>- Discussion about the parable of talents.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Identify ways in which he/she can utilize his/her talents for his personal development and relationships in society.</li> </ul>	<ul style="list-style-type: none"> <li>- 1 Peter 4:10; Matthew 25:21.</li> </ul>	<ul style="list-style-type: none"> <li>- Summary writing about the parable of talents</li> </ul>
<p><b>How people can use their talents together</b></p>	<ul style="list-style-type: none"> <li>- Express understanding of the meaning of competition and cooperation and their importance in work.</li> <li>- Tell that we need trust in all our relationships.</li> <li>- Point out ways through which they can use their talents to build the Kingdom of God.</li> </ul>	<ul style="list-style-type: none"> <li>- Co-operation needed in competitive situations.</li> <li>- Competition and cooperation as a means to develop oneself as a person, bring out one's talents and use for them. <ul style="list-style-type: none"> <li>• African Traditional cooperation is of great value.</li> <li>• Modern society competition needed to encourage a person.</li> </ul> </li> <li>- Co-operation requires trust. <ul style="list-style-type: none"> <li>• Trust essential in all human relationships.</li> <li>• Use of God – given talents in the building of His Kingdom.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery into the meaning of cooperation.</li> <li>- Discussion about competition and cooperation as a means to develop self.</li> <li>- Story telling about co-operation in Africa.</li> <li>- Discussion on the use of God – given talents in the building of God's Kingdom.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Societies educate their members for life</b>	<ul style="list-style-type: none"> <li>- Express realization that home life and school life help prepare young people for life in society.</li> <li>- Show understanding of what Jesus taught his disciples.</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus' teaching on life and work (Mark 1:14 – 20; Mark. 9:9; Mark 2:27 – 28 Matthew 18: 21 – 22; John 15:13; Luke 12: 12 Matthew. 28: 19 – 20; Luke 11:1)</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading and analysis of the texts</li> <li>- Discussion of Biblical texts and summary writing.</li> </ul>

**TOPIC 2: CHRIST AND MY WORK AND RELATIONSHIPS (CONTD)**

**DURATION: 7 PERIODS**

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Through efforts to create fellowship, people help to build up the Kingdom of God</b>	<p>By the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Show realization that the groups we belong to have different purposes.</li> <li>- Explain that there is need at times to challenge the purpose of a group.</li> <li>- Express appreciation of the need to work for fellowship with others.</li> <li>- Point out that God first called us to fellowship with him.</li> <li>- Identify how Jesus' teaching is a call to fellowship.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning to live and work with others in many different groups.</li> <li>- We are called to create fellowship John 3: 26 – 17; 1John:4: 7 – 9; John: 14: 1 – 12, 1 Corinthians 3:11).</li> <li>- We are called to create fellowship John. 3: 16 – 17;</li> </ul>	<ul style="list-style-type: none"> <li>- Picture study and analysis</li> <li>- Bible Reading and analysis</li> <li>- Role play on how to live and work with others and how to share experiences.</li> <li>- Discussion about how to create fellowship</li> <li>- Dramatic Bible reading and analysis of texts</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		1John: 4: 7 – 9; John. 14: 1 – 12, 1Corinthians. 3: 11)	
	<ul style="list-style-type: none"> <li>- Define miracles.</li> <li>- Mention miracles performed by Jesus</li> <li>- Explain why Jesus performed miracles.</li>   <li>- Express understanding that fellowship is being brothers and sisters in Christ.</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus’ miracles as a way of fellowship to the people who believed in him. John. 10: 38; 14: 10 John. 5: 17 Matthew. 13:58 Matthew. 9: 27 – 31, Matthew. 9: 1- 8</li>   <li>- God offers us fellowship and the Power to achieve it with others Acts. 2:42 – 47 Jn. 15:5; 17:21 Matthew. 25:40</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading on Jesus’ miracles.</li> <li>- Bible reading and text analysis of how God offers fellowship and the power to live with others.</li> </ul>
<b>Overcoming obstacles to Fellowship</b>	<ul style="list-style-type: none"> <li>- Mention problems associated with fellowship <ul style="list-style-type: none"> <li>• Failure to be understood by people.</li> <li>• Failure to accept what we are trying to do.</li> <li>• Being misjudged.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Difficulty in accepting others and being accepted by them</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing experiences of how people go through situations where they fail to accept or be accepted by others.</li> <li>- Summary writing about situations where learners have failed to be accepted</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Define prejudice.</li> <li>- Show how open Jesus was to people.</li> <li>- Identify ways through which people can open up to others.</li> <li>- Identify ways in which Jesus responded to people's needs.</li> <li>- Mention how they are trying to understand people in their own lives.</li> <li>- Show that Jesus responded to people's needs with courage.</li> <li>- Express understanding of their needs to respond to others with courage.</li> <li>- Show understanding of the importance and courage in bringing about fellowship in life.</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus' understanding of needs and the individual differences of people</li> <li>- Luke. 7:36 – 50</li> <li>- Luke. 7:11 – 17</li> <li>- John. 5:1 – 8, John. 8: 1- 11, John. 11: 1 – 44</li> <li>- Mark 5: 21 – 43</li> <li>- Jesus' response to people's needs regardless of difficulties involved</li> <li>Matthew 8:1 – 4</li> <li>Matthew 9:25</li> <li>Matthew 16: 22 – 23</li> <li>Matthew 26:50</li> <li>John. 15:13</li> <li>- The need for openness, understanding and courage in bringing about fellowship in our lives.</li> <li>Galatians. 3: 20 – 28</li> <li>1John 4: 9 – 20</li> <li>Luke. 10: 25 - 37</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading of texts concerning Jesus' understanding of people's needs.</li> <li>- Discussion of the texts and summary writing.</li> <li>- Bible reading on Jesus' responses in the line with people's needs</li> <li>- Analysis of texts</li> <li>- Report writing</li> <li>- Sharing of experiences and the need for openness.</li> <li>- Bible reading and text analysis.</li> </ul>

**TOPIC 3: CHRIST AND MY POWER TO LIVE**

**DURATION: 17 PERIODS**

- General Objectives:** **By the end of the topic the learner should be able to:-**
- (i) express understanding of the fact that life is full of hopes
  - (ii) mention that Christian hope is based on Jesus Christ.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Christian Hope</b>	By the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>- Define hope.</li> <li>- Mention the various hopes they have.</li> <li>- Express understanding that these hopes change.</li> <li>- Identify steps people take to achieve their reasonable hopes.</li> </ul>	<ul style="list-style-type: none"> <li>- We all have hopes.</li> <li>- People take steps to achieve their hopes.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing of experiences of learners' hopes.</li> <li>- Discussion about the steps learners take to achieve their hopes.</li> </ul>
	<ul style="list-style-type: none"> <li>- Express understanding of Christian hope from Jesus' example and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus' hope Luke. 12:16 – 21 Matthew. 4: 1 – 11, Luke. 4:1 – 13 Luke. 12: 22 – 34</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading and analysis about Jesus' hope.</li> </ul>
	<ul style="list-style-type: none"> <li>- Identify the basis of Christian hope</li> <li>- Express appreciation of the fact that Christian hope is based on faith in the resurrection of Jesus Christ.</li> </ul>	<ul style="list-style-type: none"> <li>- The basis of Christian hope.</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery on the basis of Christian hope.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Disappointment, failure, suffering and death.</b>	<ul style="list-style-type: none"> <li>- By the end of the sub-topic, the learner should be able to:</li> <li>- Define disappointment, failure and suffering</li> <li>- Identify the causes of disappointment, failure and suffering.</li> <li>- Mention the effects of disappointment, failure and suffering.</li> <li>- Express understanding of the realities of life</li> </ul>	<ul style="list-style-type: none"> <li>- Disappointment, failure and suffering as realities of life.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing of experiences about disappointment, failure and suffering as realities</li> <li>- Role play about disappointment, failure and suffering.</li> <li>- Summary writing.</li> </ul>
	<ul style="list-style-type: none"> <li>- Identify ways communities help their members face the realities of life.</li> <li>- Identify the challenges Jesus faced during his Ministry here on earth.</li> <li>- Identify circumstances during which Jesus did not give up despite opposition.</li> <li>- Mention ways through which Jesus leads his enemies to a better understanding of his mission.</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus' experience of disappointment and failure and how he overcame them. Matthew 23: 27 Mark. 4: 11 – 12 Mark 8:17 – 21 Mark. 8:33 Luke 22: 50-52 John. 6:14 – 15 Mark. 10:35 – 45</li> <li>- Jesus' endurance amidst opposition Mark. 3:1 – 6 Mark. 2: 1 – 12</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading of texts about Jesus' experience of disappointment and failure.</li> <li>- Text analysis and discussion of the texts.</li> <li>- Bible reading on texts concerning Jesus' endurance amidst opposition.</li> <li>- Discussion of the texts about endurance.</li> </ul>



SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		Mark. 2:15 – 17 Mark. 2: 18 – 19 Mark. 2: 23 – 28	
	<ul style="list-style-type: none"> <li>- Describe the suffering and death of Jesus.</li> <li>- Express understanding of the fact that Jesus' death in the growing event of his life.</li> <li>- Express a realization that though accepting death, Jesus believed his father's love to be stronger than death</li> <li>- Express appreciation of the fact that suffering and death are facts of life.</li> <li>- Relate the passion and death of Jesus to his/her own life.</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus accepted all of his life and mission</li> <li>- Mark. Chapters 14 &amp; 15</li>   <li>- Christians are called upon to accept all of life; suffering and death.</li> </ul>	<ul style="list-style-type: none"> <li>- Picture study</li> <li>- Discussion on how Jesus' accepted his mission on earth</li> <li>- Bible reading and analysis of texts.</li> <li>- Discussion on how Christians are called upon to accept all life situations</li> </ul>
	<ul style="list-style-type: none"> <li>- Define Eucharist</li> <li>- Show that the Eucharist is an expression of the full meaning of Jesus' life.</li> <li>- Express appreciation of the importance of the Eucharist.</li> </ul>	<ul style="list-style-type: none"> <li>- The rite of the Eucharist as an expression of the full meaning of Jesus' life. John 13:1 – 17; Matthew. 26: 26 – 28; John 15: 9 – 17</li> <li>- The Eucharistic rite as an expression of self-giving.</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading about the rite of Eucharist</li> <li>- Discussion about the rite of Eucharist</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<ul style="list-style-type: none"> <li>- <b>We are fulfilled through the resurrection of Jesus and life in the spirit of the risen Lord.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Define personal fulfillment.</li> <li>- Identify ways by which various people seek and long for personal fulfillment.</li> <li>- Mention ways through which they are seeking and longing for personal fulfillment.</li> <li>- Express appreciation of the various ways people are seeking and longing for personal fulfillment.</li> </ul>	<ul style="list-style-type: none"> <li>- Seeking and longing for one's personal fulfillment</li> <li>- Human desire for fulfillment and momentary experiences of it are a foretaste of complete fulfillment.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing of experiences of how learners seek and long for personal fulfillment.</li> <li>- Discussion about human desire for fulfillment.</li> </ul>
	<ul style="list-style-type: none"> <li>- Define resurrection</li> <li>- Show a realization of the fact that he/she shares in the risen life of Jesus.</li> <li>- Show understanding of the early Christians about the resurrection of Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus' resurrection as the fulfillment of his life and ours John. 19: 30; Philippians 3:10; Mark. 16 1 – 8 or John 20: 1- 10; 2 Corinthians. 5: 17; Philippians. 3 4 – 15; Ephesians. 1: 1-4)</li> <li>Early Christian accounts of Jesus' resurrection Luke 24: 13 – 35; 44 – 48 Resurrection as a message of joy, new hope and mission Acts 10: 34 – 44</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading and analysis of relevant texts.</li> <li>- Discussion of the various texts.</li> <li>- Guided discovery on the early accounts of Jesus' resurrection.</li> <li>- Story telling about the resurrection of Jesus.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Define Ascension and Pentecost</li> <li>- Describe the events of Ascension and Pentecost</li> <li>- Express appreciation of the events of Ascension and Pentecost.</li> <li>- Give reasons for Ascension and Pentecost.</li> </ul>	<ul style="list-style-type: none"> <li>- Ascension and Pentecost Acts. 2:1 – 36; Romans 8:14 – 15; John 15: 26; Acts 1:6 – 11; Luke. 24: 50 – 53)</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading about Ascension and Pentecost</li> <li>- Discussion about the Ascension and Pentecost.</li> </ul>
	<ul style="list-style-type: none"> <li>- Give reasons for the coming of the Spirit.</li> <li>- Identify ways in which the Spirit influences people’s lives.</li> <li>- Express appreciation of the importance of the Spirit in the lives of people (Christians)</li> <li>- Identify ways through which he/she is able to recognize the Spirit at work in the lives of people.</li> </ul>	<ul style="list-style-type: none"> <li>- Work of the Spirit in the lives of people Acts. 2:5 – 41 Romans. 8:14 – 15</li> <li>- The Church as a community of those who believe in the Resurrection and live a life guided by the Spirit. - Galatians 2:2 - Acts. 4 – 47, Acts 4: 32 – 35 - Ephesians. 4:2- 4 - Philippians. 2:1 – 2</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading and analysis of texts.</li> <li>- Discussion of the texts from the readings</li> <li>- Discussion of the church as community</li> </ul> <p>Bible reading and texts analysis</p>

## SENIOR ONE TERM III

**TOPIC 3: CHRIST AND MY POWER TO LIVE [CONT] DURATION: 17 PERIODS**

**General Objectives: By the end of the topic the learner should be able to:-**

- (i) Identify Jesus' teaching and practice of prayer.
- (ii) Express appreciation for religion as a response to God.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<p><b>Prayer means saying yes to God through our daily life and through our explicit prayer.</b></p>	<p>By the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Give reasons why people turn to religion.</li> <li>- Identify religion in his/her society.</li> <li>- Show understanding of true religion.</li> <li>- Express understanding of the fact that all religions are a response to a supreme being – God.</li> <li>- Define prayer and worship</li> <li>- Express a realization that as Christians, we are called to respond to life (people and events) in a positive and creative way.</li> <li>- Explain that accepting Christianity is expression of willingness to share ourselves, our time and privacy with others.</li> </ul>	<ul style="list-style-type: none"> <li>- Religion as a response to the call of God in our lives</li> <li>- Jesus lived a life of worship or prayer Matthew 25: 3 - 40</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing of experiences of how Religion is an indicator to the response to God's call in human lives</li> <li>- Discussion</li> <li>- Bible reading and indicating the way through which Jesus lived a life of worship</li> <li>- Discussion of Jesus' teaching about prayer.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Identify various instances during which Jesus prayed.</li> <li>- Show understanding of the importance of prayer in life.</li> <li>- Mention circumstances under which Jesus taught his disciples prayer.</li>   <li>- Express a realization of the importance of prayer in our communication with God.</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus' teaching about prayer <ul style="list-style-type: none"> <li>• He prayed</li> <li>• Taught his disciples to pray</li> <li>• Prayer as a private and community activity.</li> </ul>   Mark. 7: 34  Luke. 6:12 – 16  John. 6: 15  Mark 22: 40 – 46  Matthew. 26: 36 – 46   <li>- Our need to communicate with God in Prayer  Romans 8: 14 – 16  1Corinthians. 3: 22 – 23</li> </li></ul>	<ul style="list-style-type: none"> <li>- Bible reading and text analysis pointing to Jesus' attitude to prayer</li> <li>- Discussion about the importance of prayer in communicating with God</li> </ul>

TOPIC 4:

**CHRIST AND MY RESPONSIBILITY IN THE COMMUNITY**

**DURATION: 7 PERIODS**

**General Objectives: By the end of the topic the learner should be able to:-**

- (i) identify different ways freedom is perceived and exercised
- (ii) express a Realization of the importance of responsible Living

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<p><b>The Desire for freedom</b></p>	<p>By the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Identify the role adults, groups and friends can play in the proper growth of the adolescents.</li> <li>- Examine the ways in which peers mislead their colleagues.</li> <li>• Show appreciation of the freedom God gives to human beings e.g. through the call of Abraham, Moses, David’s reign and the coming of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>- Growing up means seeking to learn more about personal freedom and the challenges.</li> <li>- How different people can help adolescents to grow up properly (the friends, groups, adults.)</li> <li>- How peers can make others fail to grow up properly.</li> <li>- The Desire for greater freedom and independence is a powerful one throughout the modern world.</li> <li>- Why the desire for independence is so world – wide today.</li> <li>- Advantages and disadvantages of giving children independence.</li> <li>- God calls us to be free of whatever prevents us from being fully human.</li> <li>- The call of Abraham: Genesis. 12:1 (freedom from belief in many gods).</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing of experiences of growing up in relation to personal freedom.</li> <li>- Discussion about how people can help adolescents grow properly.</li> <li>- Brainstorming on how the desire of freedom and independence is a powerful aspect.</li> <li>- Debate about the advantages of giving children independence,</li> <li>- Bible reading and text analysis.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		<ul style="list-style-type: none"> <li>- The call of Moses Exodus. 3 (To free Israelites from slavery).</li> <li>- The reign of David (The freedom the Israelites achieved).</li> <li>- The coming of Jesus who liberated people from sin.</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading and text analysis of Exodus 3</li> <li>- Summary writing</li> <li>- Story telling about the regime of King David.</li> <li>- Discussion about how the coming of Jesus liberated people from sin</li> </ul>
<b>Freedom for truly human development</b>	<p>By the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Mention the responsible and irresponsible choices people normally make</li> <li>- Advantages and dangers of the choices people make.</li> <li>- Identify what members expect from their communities and vice – versa.</li> <li>- Tell how at times groups can limit the freedom of their individual members</li> <li>- Identify what members expect from their communities and vice-versa</li> <li>- Tell how at times groups can limit the freedom of their individual members</li> </ul>	<ul style="list-style-type: none"> <li>- Freedom means responsible choices.</li> <li>- Responsible choices people make.</li> <li>- Advantages of responsible choices.</li> <li>- Irresponsible choices.</li> <li>- Problems that arise out of making irresponsible choices.</li> <li>- People live in groups or communities, so there is need of a balance between personal and community freedom.</li> <li>- What individual members expect from their community and vice-versa.</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery in to the freedom and making choices.</li> <li>- Sharing of experiences on how learners make responsible choices.</li> <li>- Discussion about the problems that arise out of making irresponsible choices</li> <li>- Brainstorming on the balance between personal and community freedom.</li> <li>- Bible reading and text analysis about the God – given freedom.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		<ul style="list-style-type: none"> <li>- How groups limit their individual members.</li> <li>- God calls us to be responsible for our freedom.</li> <li>- The freedom God gave us Genesis. 1:28; 2:19 – 20, the liberation of the Israelites Exodus 3</li> <li>- Jesus gives us an example of true freedom.</li> <li>- Jesus’ concern for individuals</li> <li>- Mark 3:1 – 6; John. 5:1 – 18)</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery into Jesus as an example of freedom</li> <li>- Discussion about Jesus’ concern for individuals</li> <li>- Text reading and analysis</li> </ul>
<p><b>Persons develop within the community</b></p>	<p>By the end of the sub – topic, the learner should be able to:-</p> <ul style="list-style-type: none"> <li>- State the functions of a family</li> <li>- Tell what the responsibility of human beings in the world is.</li> <li>- Give examples in the Old Testament showing that people don’t easily accept responsibility for their actions.</li> </ul>	<ul style="list-style-type: none"> <li>- The family as the first place where a person learns to live in community.</li> <li>- The Bible teaches about our call and responsibility to live within community.</li> <li>- Our responsibility in community.</li> <li>- People not easily accepting responsibility for their actions Genesis. 3:1 – 8 – 13, 4: 9 – 11 the Israelites and sins</li> </ul>	<ul style="list-style-type: none"> <li>- Drama about a family situation.</li> <li>- Bible reading and analysis about the teaching concerning human responsibility in the community.</li> <li>- Studying Biblical personalities who did not easily accept responsibility for their actions.</li> </ul>



SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Formation of conscience; values and attitudes</b>	<p>By the end of the sub – topic the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Express understanding of the fact that each of them is a unique person.</li> <li>- State the factors, which affect a person’s behavior.</li> <li>- Give reasons that make people belong to particular groups.</li> <li>- Explain the ways in which groups can affect their members’ behaviour.</li> </ul> <p>Mention the different people or groups that can guide a person in the formation of a person’s conscience.</p> <ul style="list-style-type: none"> <li>- Identify the different things that can guide a Christian.</li> <li>- Identify the steps that need to be taken for a value to be established.</li> </ul>	<ul style="list-style-type: none"> <li>- Characteristics which influence our behaviour</li> <li>- Inherent characteristics of others.</li> <li>- The groups we belong to influence our behaviour.</li> <li>- Why people belong to groups.</li> <li>- How the group influences its members’ behaviour.</li> <li>- Identification of Christian values</li> <li>- Learning to choose what is good.</li> <li>- People or groups that can help a person to form his/her conscience</li> <li>- What can guide a person to choose to do what is good/right.</li> <li>- How a Christian can form his/her conscience.</li> <li>- We form our conscience according to the values we consider important and make our own.</li> <li>- Steps involved in the process of establishment of a value.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing of experiences</li> <li>- Guided discovery on making good choices.</li> <li>- Sharing of experiences of when the learners made choices.</li> <li>- Lecture about how to make good decisions.</li> <li>- Discussion on how a Christian can form his/her conscience.</li> <li>- Brainstorming on the process of establishing of a value.</li> <li>- Bible reading and text analysis concerning evaluation of actions.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- State the ways in which Jesus' manifested his love for God and for all human beings.</li> <li>- Show how the holy spirit can guide Christians to evaluate their actions</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus' attitudes reflect his greatest value: love for his Father and for all people.</li> <li>- Christians are called to evaluate their actions in the light of God's call to a personal relationship with God and with their neighbour.</li> <li>- How the Holy Spirit can guide Christians to evaluate their actions. Jesus inviting us to a deeper relationship with him Matthew. 19: 16 – 22; Mark. 10: 17 – 22; Mark. 10: - 28 – 30; Mark. 48)</li> </ul>	

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<p><b>Living responsibly in the Christian community</b></p>	<p>By the end of the sub – topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Tell what it means to be on the way (according to Christian understanding)</li> <li>- Explain how the school and family can prepare students for future life.</li> <li>- Express understanding of the fact that the church is pilgrim/is on the way.</li> <li>- Examine the priestly, kindly and prophetic roles that can be exercised by a Christian</li> <li>- Identify the ways in which serving others is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>- People on the way</li> <li>- What it means to be on the way</li> <li>- How the school and family prepare the Learners for later life.</li> <li>- The Christian Church as a community “on the way” to a fuller life.</li> <li>- Why the Church is often referred to as being on the way/a pilgrim Church</li> <li>- The Christian has a serving role, exercised through the priestly, kingly, and prophetic tasks within the Christian community.</li> <li>- Participating in the life and work of the Christian community, a serving community</li> <li>- Challenges in serving others</li> <li>- How the Christian community is united to Christ 1Corinthians 10 16: - 17. John. 14: 25 – 26; Ephesians. 4: 3 – 6, 2Corinthians.</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery into what is meant by Christians on the way.</li> <li>- Sharing of experiences about how the school and family prepares the learner for a later life.</li> <li>- Discussion about the Christians role in the community.</li> <li>- Bible reading and text analysis about the way the Christian community is united to Christ.</li> </ul>

**General Objective:** By the end of the topic the learner should be able to develop virtue of respect

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<p><b>Respect for authority and leadership</b></p>	<p>By the end of the sub – topic, the learner should be able to;</p> <ul style="list-style-type: none"> <li>- Define the terms authority, rules and regulations.</li> <li>- State the importance of authority.</li> <li>- Mention on the problems associated with authority.</li> <li>- State the ways in which authority was delegated.</li> <li>- Identify the advantages and disadvantages of the traditional ways of decision-making.</li> <li>- State the biblical understanding of authority.</li> <li>- Describe how prophets like Ezekiel challenged bad leaders of Israel.</li> <li>- Specify what Jesus taught about authority.</li> </ul>	<ul style="list-style-type: none"> <li>- Reflecting on the experience of authority and questioning for rules and regulations.</li> <li>- Definition of authority, rules and regulations.</li> <li>- Purpose of authority.</li> <li>- Problems concerning authority.</li> <li>- The common idea behind authority in traditional African societies has been to implement group consensus.</li> <li>- The delegation of authority</li> <li>- Advantages and disadvantages of traditional African way of decision-making.</li> <li>- Jesus exercised his authority in teaching the truth and serving others.</li> <li>- The meaning of authority as revealed to us through the Bible.</li> <li>- Prophet Ezekiel’s challenge to bad leaders Ezekiel 34:1 – 8; 11 – 16</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery about authority.</li> <li>- Discussion about the purpose and problems associated with authority.</li> <li>- Debate about the advantages and disadvantages of the traditional way of decision making.</li> <li>- Bible reading and text analysis of how Jesus exercised His authority</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Identify how leaders at different levels can help people to be free.</li>   <li>- Identify the qualities of a good leader</li> <li>- Recognize how authority can be developed.</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus and leaders/authority Matthew. 12: 9 – 14, 15 – 21; John .15: 12 – 13 Romans 13: 1 - 7</li> <li>- Every one is called to leader in a spirit of service, as Jesus did.</li> <li>- How leaders at different levels can help people to be free.</li> <li>- Qualities and role of leaders and some of the ways in which leadership can be developed.</li> <li>- Qualities of a good leader.</li> <li>- How leadership can be developed.</li> </ul>	<ul style="list-style-type: none"> <li>- Role play about the role of leaders.</li> <li>- Group work discussion and report writing about qualities of a good leader.</li> <li>- Discussion about how leadership is developed.</li> <li>- Discussion about how Jesus portrayed his leadership.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Respect for the gift of life</b>	<p>By the end of the sub topic, the learner should be able to:-</p> <ul style="list-style-type: none"> <li>- Show appreciation of fact that our attitude to things, living and non – living is very important to our development as human beings.</li> <li>- Give the Old Testament teaching about the meaning of life.</li> <li>- What the New Testament teaches about the meaning of life.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciating human life.</li> <li>- Living and non – living things and how they contribute to human life.</li> <li>- How individuals can appreciate and develop their life.</li> <li>- Our culture helps us to understand the meaning of life.</li> <li>- Definition of culture</li> <li>- Basic Africa views on life</li> <li>- Culture and how it can help us to understand the meaning of life.</li> <li>- How understanding the meaning of life is more important than knowing about things.</li> <li>- Our call to life as expressed in the Bible Psalm s 42:2; Genesis. 2:7;</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery in to the nature of human life.</li> <li>- Picture study and analysis.</li> <li>- Discussion about culture and how it helps people understand the meaning of life.</li> <li>- Sharing of ideas concerning the meaning of life.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Identify the different aspects of human life and the ways they can be destroyed or developed.</li> </ul>	<p>Ezekiel 37:14, Deuteronomy 4:1; Psalm 16:11 Psalm 39:9 John 5:26, 10:10, 14:6; Luke 10:27 – 28 2Corinthians 4:14; Revelations 21:4.</p> <ul style="list-style-type: none"> <li>- Respect for life means avoiding what destroys it and fostering whatever develops it.</li> <li>- Respect of human life</li> <li>- What destroys life?</li> <li>- What develops life?</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading and text analysis about how the call of life is expressed in the Bible.</li> <li>- Discussion about the call of life in the Biblical context</li> <li>- Brainstorming on how people should respect life.</li> <li>- Discussion about aspects that develop and destroy life.</li> </ul>

**TOPIC 5: CHRIST AND MY SEARCH FOR VALUES (Contd.)**

**General Objectives: By the end of the topic the learner should be able to:-**

- (i) Discuss the concept of friendship in The Bible and society
- (ii) Describe how the conscience influences understanding of sin, guilt and forgiveness.
- (iii) Express appreciation for social application of justice and truth

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Respect for personal relationships</b>	By the end of the sub topic, learners should be able to: <ul style="list-style-type: none"> <li>- Define the term friendship,</li> <li>- Mention the importance of friendship.</li> <li>- Express appreciation for the value of friendship.</li> </ul>	Friendship. How people develop friendship. How people develop through friendship.	<ul style="list-style-type: none"> <li>- Sharing of experiences about how people develop friendship.</li> <li>- Discussion about how people develop through friendship.</li> </ul>
	<ul style="list-style-type: none"> <li>- Give reasons why people need friends in the Old Testament and traditional African context.</li> </ul>	Friendship in the African traditional context Friendship in the Old Testament context 1 Samuel 18: 1- 4, 2 Samuel 1: 11 – 12; 2 Samuel 17 and 26; 2 Samuel 9: 1 – 13); Old Testament advice on friendship Ecclesiastes 6:6 – 13; Ecclesiastes 6:14 – 17; Ecclesiastes 6:17)	<ul style="list-style-type: none"> <li>- Story telling about African traditional context about friendship.</li> <li>- Bible reading and text analysis concerning friendship in the Old Testament context.</li> </ul>



SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Describe the ways through which Jesus expressed his love and friendship to people during his life and today</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus offers friendship to all people Luke7: 18 – 28. Luke 10: 38 – 42; John 11: 1 – 2: 34 – 44 John 13: 23, 19: 26, 20:2; Luke 22: 47 – 53; John 14: 21; 14:23 Philippians 3:4 – 11 Ephesians 3: 16 – 19</li> </ul>	<ul style="list-style-type: none"> <li>- Dramatizing about how</li> <li>- Jesus offered friendship.</li> <li>- Bible reading text analysis about how Jesus offered friendship.</li> </ul>
	<ul style="list-style-type: none"> <li>- Respond to the call of friendship</li> <li>- Express the appreciation of the importance of communication as an important part of friendship formation.</li> </ul>	<ul style="list-style-type: none"> <li>- How people develop friendship.</li> <li>- Obstacles to friendship</li> <li>- Communication as a creation for friendship</li> <li>- Matthew. 25:40 – 45</li> </ul>	<ul style="list-style-type: none"> <li>- Picture study and analysis.</li> <li>- Discussion about obstacles to friendship.</li> <li>- Bible reading, text analysis and group work discussion about communication as creation to friendship.</li> </ul>
<b>Respect for Human sexuality</b>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>- Define sexuality.</li> <li>- Define Adolescence.</li> <li>- Express appreciation for one's individual sexuality.</li> </ul>	<ul style="list-style-type: none"> <li>- Human development and sexuality</li> <li>- Adolescence</li> <li>- Development from infancy to adulthood</li> </ul>	<ul style="list-style-type: none"> <li>- Picture study and analysis.</li> <li>- Discussion about the meaning of adolescence</li> <li>- Sharing of experiences about development from infancy to adolescence.</li> </ul>
	<ul style="list-style-type: none"> <li>- Point out ways in which culture affects behavior.</li> </ul>	<ul style="list-style-type: none"> <li>- Masculine and Feminine behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing of experiences of differed behaviour</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Identify the different attitudes for boys and girls towards each other.</li> </ul>	<ul style="list-style-type: none"> <li>- Attitude towards the opposite sex</li> <li>- How attitude towards the opposite sex influences behavior.</li> <li>- Characteristics young people desire from the opposite sex.</li> <li>- Sex deviations</li> </ul>	<ul style="list-style-type: none"> <li>- Group work and report writing about attitude towards the opposite sex.</li> <li>- Sharing experience about characteristics they desire from the opposite sex.</li> </ul>
	<ul style="list-style-type: none"> <li>- Express the appreciation that men and women were created in God's image and are equal before God.</li> <li>- Identify the importance of values, dignity and respect for others.</li> </ul>	<ul style="list-style-type: none"> <li>- The value and dignity of each individual</li> <li>Genesis 1:27</li> <li>Leviticus18</li> <li>Exodus 22:20 – 27</li> <li>Genesis 2: 23</li> <li>1Samuel 2: 8</li> <li>John: 1 – 11)</li> <li>Respect for others</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading and analysis concerning the dignity of others.</li> </ul>

## SENIOR TWO      TERM I

**TOPIC 6:                      RESPONSE TO VALUES**

**DURATION: 24 Periods**

**General Objectives: By the end of the topic the learner should be able to:-**

- (i)      Discuss the concept of friendship in the Bible and society.
- (ii)     Describe how the conscience influences understanding of sin, guilt and forgiveness.
- (iii)    Express appreciation for social application of justice and truth.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Respect for truth</b>	<p>By the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>- State the different ways we can learn the truth about others.</li> <li>- Show the importance of dialogue.</li> <li>- Explain how the obstacles to dialogue can be overcome.</li> <li>- Explain why knowing the truth is difficult.</li> <li>- State who and what can guide us to know the truth.</li> <li>- Identify the different ways in which human beings develop values in life.</li> </ul>	<ul style="list-style-type: none"> <li>- Discovering the truth through dialogue.</li> <li>- How we learn the truth about others.</li> <li>- Importance of dialogue.</li> <li>- How to overcome obstacles to dialogue.</li> <li>- Difficulties in knowing the truth</li> <li>- Why it is difficult to know the truth.</li> <li>- Important truths can guide our lives.</li> </ul>	<ul style="list-style-type: none"> <li>- Picture study and analysis about telling the truth.</li> <li>- Lecture about the importance of dialogue</li> <li>- Brainstorming on the challenges of getting knowledge of the truth.</li> <li>- Discussion about the truths that can guide life</li> <li>- Bible reading and discussion about Jesus' teaching about the truth.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Mention the truth Jesus brought to the living.</li> <li>- State appreciation of what Jesus taught about the truth.</li> <li>- State how God speaks to us today.</li> <li>- Identify the ways in which we are at times misled in discovering the truth.</li> <li>- Explain why people at times tell lies and distort the truth.</li> </ul>	<ul style="list-style-type: none"> <li>- How we can know the truth (what guides us and who).</li> <li>- How human beings develop values in life.</li> <li>- Jesus is the truth</li> <li>- The truth that Jesus came to bring.</li> <li>- Jesus' teaching about the truth Matthew 5: 37, John. 8: 33.</li> <li>- God still reveals himself to us today.</li> <li>- How God speaks to us in our own lives today. Through people, events and circumstances in our lives</li> <li>- Difficulties in living truthfully today.</li> <li>- How we are at times misled in discovering the truth</li> <li>- Why people at times distort the truth or tell lies.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion about the difficulty of living truthfully today.</li> <li>- Sharing of experiences about ways through which God reveals Himself to people today</li> <li>- Discussion about how God reveals himself to people today.</li> <li>- Brainstorming on the difficulty in living truthfully.</li> <li>- Discussion about reasons people give destroying the truth.</li> </ul>
<b>Respect for justice</b>	<ul style="list-style-type: none"> <li>- By the end of the sub topic, the learner should be able to;</li> <li>- Define the term Justice</li> </ul>	<ul style="list-style-type: none"> <li>- Experiencing a desire and a need for justice</li> <li>- Definition of justice.</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discussion into the meaning and importance of justice.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Give the importance of justice</li> <li>- Identify the different ways societies can bring about justice.</li> <li>- Describe what the Bible teaches about true justice based on love.</li> <li>- Identify the way justice can be worked for.</li> <li>- State how we can evaluate our situation.</li> <li>- Explain the challenges encountered in searching for justice and how such challenges can be overcome.</li> </ul>	<ul style="list-style-type: none"> <li>- Importance of justice.</li> <li>- Societies today seek new ways to guarantee justice for all.</li> <li>- Ways in which societies work to bring about justice.</li> <li>- The story of the Good Samaritan Luke 10: 29 – 37</li> <li>- True justice is based on the right of each person to be loved and respected.</li> <li>- True justice based on love. The Bible Ex. 21: 23 – 25; 22: 20 – 22 Isaiah 42:1 – 4; Matthew. 25: 31 – 46; Romans 13: 8 – 10; John 3:10 – 18).</li> <li>- Working for justice means evaluating our situation and taking responsible action.</li> <li>- How we can work for justice.</li> <li>- How we can evaluate our situation.</li> </ul>	<ul style="list-style-type: none"> <li>- Lecture about what it takes to provide justice for all.</li> <li>- Bible reading and analysis of texts that relate to justice.</li> <li>- Bible reading and analysis of the story of the good Samaritan.</li> <li>- Bible reading and text analysis about the justice based on love.</li> <li>- Discussion about how people can work for justice</li> <li>- Brainstorming about the challenges faced in pursuit for justice.</li> <li>- Sharing of experiences about how people work for justice.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		<ul style="list-style-type: none"> <li>- Difficulties to be overcome in the search for justice</li> <li>- Challenges in searching for justice.</li> <li>- How to overcome them.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion about the difficulties to be overcome in search for justice.</li> </ul>
<p><b>Continual conversion sin, guilt, forgiveness and reconciliation</b></p>	<p>By the end of the sub – topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>- State how Christian conscience can be developed at the different levels of human behavior.</li> <li>- Express understanding of how Jesus developed his relationship with God and with human beings.</li> <li>- State how we can accept Jesus and his values.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing our Christian conscience is the work of a lifetime.</li> <li>- The different levels of human behavior.</li> <li>- How Christian Conscience can be developed.</li> <li>- God is calling us continually to turn away from selfishness to love.</li> <li>- How we are called through the Church to accept Jesus and his values.</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery into the meaning of Christian conscience.</li> <li>- Sharing of ideas on how learners develop conscience.</li> <li>- Discussion about values and God’s call to love.</li> <li>- Lecture about how human beings are called upon through the Church to accept Jesus and values</li> </ul>
	<ul style="list-style-type: none"> <li>- Define the term sin</li> <li>- State the confusion people have about sin</li> <li>- Explain the meaning of being a sinner.</li> </ul>	<ul style="list-style-type: none"> <li>- Definition of sin</li> <li>- Why some people are confused about sin.</li> <li>- What it means to be a sinner.</li> <li>- Traditional and Christian ideas about sin</li> <li>- African traditional ideas about sin.</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery into the meaning of sin.</li> <li>- Discussion about who a sinner is.</li> <li>- Story telling about African traditional and Christian ideal about sin.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Explain the African traditional understanding of sin</li> <li>- Identify what Africans did to prevent or limit sin</li> <li>- State what the Christian understanding of sin is.</li> <li>- Describe how God calls us to love.</li> <li>- Explain how people refuse or fail to respond to God's call to love.</li> </ul> <p data-bbox="548 949 1012 1098">State the idea of sin according to the Bible (Old Testament and New Testament)</p> <ul style="list-style-type: none"> <li>- State the false sense of guilt some Christians hold.</li> </ul>	<ul style="list-style-type: none"> <li>- What Africans did to limit or prevent sin.</li> <li>- Christian understanding of sin.</li> <li>- Sin as a failure to respond to God's call to love.</li> <li>- How God call us to love</li> <li>- How people fail or refuse to respond to God's call to love.</li> <li>- The Biblical idea of sin</li> <li>- Genesis 3, 2 Samuel 6:6 – 8; Gen 4).</li> <li>Jesus as a conqueror of sin</li> <li>Matthew 9:12 – 13; 15:19 – 20; Luke 11:40; 5:24; 15:7; 23:34. John 8:7; 9:3; 12:32</li> <li>- Understanding the Christian sense of guilt</li> <li>- False sense of guilt.</li> <li>- True guilt and the hope it confronts</li> <li>Psalms 51:10; Ezekiel 11:19 – 20</li> <li>- Our need for forgiveness and reconciliation</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery into the call by God's to love.</li> <li>- Bible reading and text analysis.</li> <li>- Discussion about the view that Jesus conquered sin.</li> <li>- Bible reading and text analysis and discussion about the importance of forgiveness.</li> <li>- Lecture about the importance of reconciliation.</li> <li>- Discussion about Jesus' mission to call people to reconciliation.</li> <li>- Discussion about the importance of forgiveness and reconciliation.</li> <li>- Drama about the ways through which Christians can work towards reconciliation.</li> <li>- Summary writing about forgiveness and reconciliation.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Express understating of free guilt and the hope it confronts.</li>   <li>- Define the terms forgiveness and reconciliation.</li> <li>- State the importance of forgiveness and reconciliation.</li>   <li>- Describe the parable of the prodigal son.</li> <li>- Express appreciation of Jesus' forgiving acts.</li> <li>- Give Jesus' teaching about forgiveness.</li>   <li>- Explain how Christians can work for reconciliation and unity</li> </ul>	<ul style="list-style-type: none"> <li>- Definition of forgiveness and reconciliation.</li> <li>- The need for forgiveness and reconciliation</li> <li>- Story of the prodigal son Luke 15</li>   <li>- God's loving forgiveness</li> <li>- Jesus and forgiveness What he taught about forgiveness.</li>   <li>- Christians continue Christ's mission of calling people to reconciliation and unity.</li> <li>- How Christians can work for reconciliation.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion about the importance of forgiveness and reconciliation</li> <li>- Reading and text analysis of the story of the prodigal son.</li>   <li>- Brainstorming about jesus and God's forgiveness.</li>   <li>- Summary writing about how chrictians can work for reconciliation.</li> </ul>



## SENIOR TWO TERM: II

**TOPIC 7: MAN IN A CHANGING SOCIETY**

**DURATION: 24 PERIODS**

**General Objectives: By the end of the topic the learner should be able to:-**

- (i) Tell that change is a fact of life and show that we are living in a rapidly changing world.
- (ii) Identify aspects of life that are changing and those that are not.
- (iii) Show appreciation of the challenges that come with changes in life.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Living in a changing society</b>	By the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>- Define change</li> <li>- Identify the types of change, effects</li> <li>- Share their experiences of how they have responded to change</li> <li>- Identify the various ways in which Africans marked the different stages of change in life</li> <li>- Appreciate the role of Adrian Atiman and Apollo Kivebulaya as agents of change</li> </ul>	<p><b>PRESENT SITUATION</b></p> <ul style="list-style-type: none"> <li>- Definition of change</li> <li>- Types of changes (social, economic political and physical)</li> <li>- Causes and effects of change</li> </ul> <p><b>AFRICAN TRADITION</b></p> <ul style="list-style-type: none"> <li>- Change in traditional society (status, rites of passage)</li> </ul> <p><b>CHURCH HISTORY</b></p> <ul style="list-style-type: none"> <li>- Change in Church History</li> <li>- Adrian Atiman and Apollo Kivebulaya as agents of change</li> <li>- Change in worship and evangelism.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyzing pictures</li> <li>- Learners written activities</li> <li>- Group work and discussion about the various changes.</li> <li>- Analysis of written stories.</li> <li>- Story telling and reading.</li> <li>- Analyzing trends in society.</li> <li>- Historical briefs about church history times</li> <li>- Guided discovery</li> <li>- Role play about the role of the agents of change.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Mention ways in which worship and evangelism have changed over the years</li> </ul>	<p><b>THE BIBLE (O.T)</b></p> <ul style="list-style-type: none"> <li>- The responsibility God gave man and woman (human beings )at creation (Genesis 1&amp;2)</li> <li>- God as the initiator of change Genesis1:1- 2: 1</li> <li>- Changes experienced by Abraham, Moses, Joshua and the Israelites, and how they coped with them</li> <li>- The Decalogue as an instrument of change for the Israelites.</li> </ul>	<ul style="list-style-type: none"> <li>- Video show Abraham or Moses' life.</li> <li>- Bible reading and text analysis.</li> <li>- Discussion about how the given personalities coped with change.</li> <li>- Lecture about the Decalogue.</li> </ul>
	<ul style="list-style-type: none"> <li>- Identify the purpose and responsibilities of human beings at creation.</li> <li>- Describe the changes experienced by:- <ul style="list-style-type: none"> <li>• Abraham,</li> <li>• The Israelites under Moses, Joshua,</li> <li>• The prophet Amos</li> </ul> </li> <li>- Identify the New Testament teaching about the change.</li> </ul>	<ul style="list-style-type: none"> <li>- Prophet Amos: a call to change towards God Amos 5:7-15, 21 – 27' 6: 1 – 7</li> <li>- Parables about the Kingdom of God</li> <li>- Sower Matthew 13: 1 – 14</li> <li>- The Good Samaritan Luke 10: 23 – 37</li> <li>- The Parable of the Weeds Matthew 13: 24 – 33</li> <li>- The hidden treasure the peal and the fish net Matthew 13: 44 – 51</li> <li>- Jesus as an agent of change Matthew 11: 2 – 6</li> <li>- Christians as agents of change Ephesians 2:11 – 22, 1 Corinthians 12: 12 – 26</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading, text analysis and discussion about the parables concerning responsibility.</li> </ul>

## SENIOR TWO      TERM III

**TOPIC 7:                    MAN IN A CHANGING SOCIETY [CONTD.]**

**DURATION: 24 PERIODS**

**General Objectives: By the end of the topic the learner should be able to:-**

- (i) Realize that work is natural for human beings
- (ii) The importance and the values of work
- (iii) Identify the ways in which through work we serve God and fellow human beings.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Working in a changing society</b>	<p>By the end of the sub topic, the learners should be able to;</p> <ul style="list-style-type: none"> <li>- Define work</li> <li>- Identify the importance of work, problems associated with work and the solutions.</li> <li>- Identify the different ways in which work is abused, what causes it and how it can be solved.</li> <li>- Tell the factors influencing the choice of a career.</li> <li>- Explain the understanding of work</li> <li>- Express appreciation of the traditional African society attitude towards work.</li> </ul>	<p><b>PRESENT SITUATION</b></p> <ul style="list-style-type: none"> <li>- Definition of work</li> <li>- Importance of work</li> <li>- Social-economic, religious, physical</li> <li>- Changing patterns of work</li> <li>- Problems associated with work</li> <li>- Solutions to the problems</li> <li>- Abuse of work today (how, why and solutions)</li> <li>- Careers and their choice</li> <li>- Challenges of career</li> </ul> <p><b>WORK IN TRADITIONAL AFRICAN SOCIETY</b></p> <ul style="list-style-type: none"> <li>- Understanding of work</li> </ul>	<ul style="list-style-type: none"> <li>- Resource persons on career guidance.</li> <li>- Sharing of experiences and discussion about the meaning and problems associated to work.</li> <li>- Debate on abuse of work in the modern times.</li> <li>- Story telling about the meaning and values of work in traditional Africa.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Identify the measures put in place to make people work.</li>   <li>- Give examples of the ways workers were treated in the early centuries in the Roman Empire and why they were treated like that.</li> <li>- Tell who monks and nuns were, why they chose that life and the work they did.</li>   <li>- Identify the role of craft guilds in the field of work.</li>   <li>- State what the working conditions were during the industrial age and what some Christians did to improve them.</li> </ul>	<ul style="list-style-type: none"> <li>- What was done to make people have a positive attitude towards work?</li> <li>- Patterns of work</li>   <li><b>CHURCH HISTORY</b></li> <li>(i) Early centuries <ul style="list-style-type: none"> <li>- Treatment of workers in the Roman Empire (how and why)</li> <li>- Monasteries and convents (why some people chose to live in them and their contribution to society in the field of work).</li> </ul> </li> <li>(ii) Middle Ages <ul style="list-style-type: none"> <li>- Craft guilds /unions in Europe and how they offered protection for workers and encouraged quality work.</li> </ul> </li> <li>(iii) Industrial Age (18<sup>th</sup> – 20<sup>th</sup>) <ul style="list-style-type: none"> <li>- Working conditions.</li> <li>- The role played by some Christians like Lord Shaftesbury to improve working conditions during the industrial age.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Discussion about the attitude towards work in Africa.</li>   <li>- Guided discovery in to the treatment of workers in the Roman Empire</li> <li>- Reading of texts from the students’ book and analysis of the text read.</li>   <li>- Guided discussion about personalities who tried to improve the working conditions of people of their time.</li>   <li>- Discussion about work ethics of the missionaries.</li>   <li>- Discussion about the role of missionaries in Africa</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Identify the role missionaries played in the field of work.</li>   <li>- Give examples to show that God is a worker</li> <li>- Explain the ways in which human beings are co-creators with God.</li> <li>- Identify the ways in which work can be a dis-service to God according to Genesis.</li> <li>- Express the realization that God is at the centre of work.</li> </ul>	<p>(iv) Modern Africa</p> <ul style="list-style-type: none"> <li>- How missionaries changed the patterns of work.</li> <li>- How missionaries influenced people's attitude to work</li> </ul> <p><b>Work in the Bible</b></p> <p><b>(i) Old Testament</b></p> <ul style="list-style-type: none"> <li>- God as a worker and initiator of work. Genesis 1 &amp; 2.</li> <li>- How human beings share in God's creative activity through work Genesis1:26 – 31 (co-create).</li> <li>- How at times work divides us. (Cain and Abel), the Tower of Babel.</li> <li>- Israelites as slaves in Egypt Exodus1: 8 – 15, 5: 7 – 19</li> <li>- Old Testament. laws protecting workers Deuteronomy 24: 5 – 22</li> <li>- Prophets and their condemnation of workers' exploitation Jeremiah 22: 13 – 17, Ezra 3, Amos 5:11 ff.</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading and analysis of the text about the Old Testament perspective of work</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Mention the Israelite’s laws protecting workers according to the book of Deuteronomy.</li> <li>- Mention what prophets taught about work/employers and employees.</li> <li>- Tell what Jesus taught about proper values in our work.</li> <li>- Describe how Jesus and followers worked for the kingdom of God.</li> <li>- Propose ways in which they can develop a positive attitude towards work.</li> </ul>	<p><b>(ii) New Testament</b></p> <ul style="list-style-type: none"> <li>- Jesus’ teaching on the values which should be evident in our work Matthew 25: 14 – 30, Matthew 25: 31 – 46</li> <li>- Working for the Kingdom of God (Jesus, his disciples and Apostles)</li> <li>- Attitudes we should develop in work Romans 8: 18 – 25</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading and analysis of the text about the New Testament perspective of work</li> </ul>

## SENIOR THREE TERM I

**TOPIC 7: MAN IN A CHANGING SOCIETY [CONTD]**

**DURATION: 9 PERIODS**

**General objectives: By the end of the topic, the learner should be able to:**

- (i) Identify principles governing good leisure in a rapidly changing world.
- (ii) Appreciate the importance of leisure in society (human growth and development: growth and development of society )
- (iii) Analyze problems associated with leisure

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Leisure in a Changing Society</b>	<p>By the end of the sub topic; the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Define leisure.</li> <li>- Identify types of leisure.</li> </ul> <p><b>PRESENT SITUATION</b></p> <ul style="list-style-type: none"> <li>- Mention principles governing good leisure.</li> <li>- Appreciate the importance of leisure.</li> </ul> <p><b>AFRICAN TRADITION</b></p> <ul style="list-style-type: none"> <li>- Identify ways in which traditional Africans used their leisure.</li> </ul>	<p><b>PRESENT SITUATION</b></p> <ul style="list-style-type: none"> <li>- Definition of Leisure.</li> <li>- Types of leisure (Active and passive)</li> <li>- Principles governing good leisure.</li> <li>- Importance of leisure.</li> <li>- Problems associated with leisure today.</li> <li>- Abuse of leisure today (How and why).</li> </ul> <p><b>AFRICAN TRADITIONAL SOCIETY</b></p> <ul style="list-style-type: none"> <li>- Leisure in African traditional society (activities, purpose)</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery into the meaning of leisure, the types of leisure and governing principles of good leisure.</li> <li>- Discussion about the importance, problems and abuse of leisure.</li> <li>- Story telling about the leisure activities in traditional African society</li> <li>- Discussion about leisure activities in the church history times.</li> <li>- Sharing of experiences about leisure</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<p><b>CHURCH HISTORY</b></p> <ul style="list-style-type: none"> <li>- Identify ways in which the Early Church used leisure.</li> </ul> <p><b>OLD TESTAMENT</b></p> <ul style="list-style-type: none"> <li>- Mention purpose of the Sabbath day</li> <li>- Mention ways in which leisure was utilized/spent in Old Testament (OT) and New Testament (NT).</li> </ul>	<ul style="list-style-type: none"> <li>- Leisure in the Church history.</li> <li>- Similarities and differences about spending leisure time (positive and negative).</li> </ul> <p><b>LEISURE IN THE BIBLE</b></p> <p>Old Testament (O.T)</p> <ul style="list-style-type: none"> <li>- Deuteronomy 5: 12 – 15; the purpose of the Sabbath day</li> <li>• (For remembering God, for thanks giving and praising Him for His goodness).</li> <li>• It is time to rest from work and strengthen fellowship</li> <li>- Psalm 23: True peace is experienced through trust in God.</li> <li>- Leisure activities in the Old Testament (e.g. Pilgrimages 1Samuel 25:2 – 17) ceremonies, composition of Hymns, recitation of the law etc.</li> <li>- Mark. 2: 23 – 28, Jesus classification of the purpose of the Sabbath: to enable men to grow in freedom and fellowship as sons of God and as brothers of each other.</li> </ul>	<ul style="list-style-type: none"> <li>- Group work discussion about leisure in the church history.</li> <li>- Bible reading, analysis of text and discussion about the purpose of leisure and the Sabbath day.</li> </ul> <p>Bible reading, text analysis and discussion about Jesus' perception of leisure.</p>



SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		<ul style="list-style-type: none"> <li>- Matthew 6:25 – 34, men called to develop strong trust in God their loving father.</li> <li>- John. 6:25 – 27: true worship is the celebration of our lives and strengthens us in our efforts to live in fellowship.</li> <li>- How Jesus spent leisure time (e.g. John. 2: 1 – 11; Luke 10: 38 – 42).</li> </ul>	

## SENIOR THREE TERM I

**TOPIC 8: ORDER AND FREEDOM IN SOCIETY**

**DURATION: 6 PERIODS**

**General objectives: By the end of the topic the learner should be able to:**

- (i) Identify cases, causes of and solutions to injustices in society.
- (ii) Appreciate the need for justice for all in the world.
- (iii) Apply Christian teaching to create peace and harmony in society.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Justice in Society</b>	<p>By the end of the sub topic the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Define justice</li> <li>- Mention cases of injustices in society today</li> <li>- Describe how each is a case of injustice ,</li> <li>- Identify the causes, s effects and solutions to injustices</li> <li>- Mention the understanding of justice and cases of injustices in African tradition.</li> </ul>	<p><b>PRESENT SITUATION</b></p> <ul style="list-style-type: none"> <li>- Definition of Justice</li> <li>- Injustices in society generally</li> <li>- Specific (case studies)                             <ul style="list-style-type: none"> <li>• Against women</li> <li>• Against children</li> </ul> </li> <li>• Mob justice (definition, causes)</li> <li>- Causes of injustices in society                             <ul style="list-style-type: none"> <li>• Effects of injustices in the society.</li> <li>• Fighting injustices.</li> <li>• Role of the church.</li> <li>• Role of the government.</li> <li>• Role of the citizens.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery into the meaning of justice</li> <li>- Sharing experience on the injustices in society.</li> <li>- Sharing of experiences</li> <li>- Newspaper reading about women, children, disabled.</li> <li>- Discussion about mob justices</li> <li>- Group work discussion concerning injustices in society.</li> <li>- Report writing from the discussions.</li> <li>- Historical brief about the concept of justice in traditional Africa</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- State the causes of injustice in African tradition.</li> <li>- Describe the cases of injustices in Church history</li> </ul>	<p><b>AFRICAN TRADITION</b></p> <ul style="list-style-type: none"> <li>- Concept/understanding of justice in African tradition</li> <li>- Injustices in African traditional society</li> </ul> <p><b>CHURCH HISTORY</b></p> <p>a) Slavery practices The Early Church African slave (trade practice and opposition)</p>	<ul style="list-style-type: none"> <li>- Dramatisation of slavery and slave trade.</li> <li>- Discussion about the role of the church in abolishing slave trade.</li> </ul>
<b>Justice in society</b>	<ul style="list-style-type: none"> <li>- Mention the teaching on justice in the Old Testament and cases of injustices in the Old Testament</li> </ul>	<p>b) Oppression of minority groups (Jews, Christians, Protestants, Muslims, immigrants, workers, heretic minority)</p> <p><b>The old Testament</b></p> <ul style="list-style-type: none"> <li>- Teaching on justice</li> <li>- Sinai Covenant – yardstick of justice in the Israelites community.</li> <li>- Injustices in the Old Testament Genesis3: 1ff, 4:1ff, 11:1ff, 9:20ff, 34:12ff, Exodus 3:1ff, Micah 7:1; 2 Samuel 11:1</li> <li>- Injustices in the Old Testament <ul style="list-style-type: none"> <li>• King Saul</li> <li>• King David</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Reading of the textbook and analysis of the text of minority groups.</li> <li>- Bible reading, text analysis and discussion about justice in the Old Testament.</li> <li>- Project work to students to specify the injustices carried out by various Kings.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Identify the New Testament teaching on justice.</li> </ul>	<ul style="list-style-type: none"> <li>• King Solomon</li> <li>• King Jeroboam</li> <li>• King Ahab</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion and summary writing about the mentioned kings.</li> </ul>
	<ul style="list-style-type: none"> <li>- Mention the teaching on justice in the Old Testament and cases of injustices in the Old Testament (General and specific).</li> </ul>	<p><b>The New Testament</b></p> <ul style="list-style-type: none"> <li>- Reconciliation Matthew 5: 23 – 24</li> <li>- Love for neighbour stressed outward is condemned Luke 18: 9 – 14</li> <li>Miracles of Jesus (e.g. Mark: 2: 1 – 1)</li> </ul>	<ul style="list-style-type: none"> <li>- Lecture about Jesus’ role in creating justice in society.</li> <li>- Bible reading and text analysis of issues concerning injustices in society.</li> </ul>
<b>Justice in Society</b> (Cont)	<ul style="list-style-type: none"> <li>- Identify the New Testament teaching on justice.</li> </ul>	<ul style="list-style-type: none"> <li>- Condemned adultery Mark. 5:27 – 28</li> <li>- Condemned divorce Mark 10: 1ff</li> <li>brotherhood Luke 1</li> <li>- Christian freedom Galatians 5: 22 – 23</li> <li>Good relationship between servants and slaves Ephesians 6:5 – 6</li> <li>- Working for peace in the world. Revelations 22: 5</li> <li>- The coming of the Kingdom of God brings harmony with God and all Creatures Revelation 21: 7ff</li> <li>- Cases of injustices in the New Testament adultery, divorce, oppression, discrimination, idolatry.</li> </ul>	

**TOPIC 8: ORDER AND FREEDOM IN SOCIETY (CONT)**

**DURATION: 9 PERIODS**

**General Objectives: By the end of the topic, the learner should be able to:**

- (i) Explain the meaning of service.
- (ii) Describe the nature of various forms of service
- (iii) Express an appreciation of service as a goal and quality society must pursue

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<p><b>Service in Society</b></p>	<p>By the end of the sub topic the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Define Service</li> <li>- Identify various forms of authority.</li> <li>- Share personal experience of forms of authority (meaning service).</li> <li>- Express appreciation for the contribution for the various forms of authority</li> <li>- Identify various forms/expressions of authority in traditional Africa.</li> <li>- Describe the changing patterns of authority (service) in modern Africa.</li> </ul>	<p><b>PRESENT SITUATION</b></p> <ul style="list-style-type: none"> <li>- Definition of service</li> <li>- Purpose of service in the community</li> <li>- Various forms of service:</li> <li>- Authority means service.                             <ul style="list-style-type: none"> <li>• Authority (use and misuse)</li> <li>• Voluntary service</li> <li>• Charity work</li> </ul> </li> <li>- Different expressions of authority as service.</li> <li>- Specify various forms of authority and their corresponding responsibilities by professionals and parents.                             <ul style="list-style-type: none"> <li>• Civil leaders</li> <li>• Political Leaders</li> <li>• Religious leaders.</li> <li>• Parents</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery of what service.</li> <li>- Newspaper reading and discussion concerning service</li> <li>- Text reading about service</li> <li>- Picture study, analysis of text and pictures and discussion about service and authority in society.</li> <li>- Historical brief about leadership.</li> <li>- Sharing of experiences about leadership</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Describe service in the following</li> <li>• Early Church</li> <li>• The Middle Ages</li> <li>• The Church in modern Africa:</li> <li>- Express appreciation of the service outstanding personalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Professionals (Lawyers, administrators, Medics, etc)</li> <li>• Prefects</li> </ul> <p>Give examples of used and misused authority</p> <p><b>AFRICAN TRADITION</b></p> <ul style="list-style-type: none"> <li>- Service in traditional African home and community.</li> <li>Symbols of authority <ul style="list-style-type: none"> <li>• Institutional uniforms</li> <li>• Bells</li> <li>• Sign posts</li> </ul> </li> <li>- Authority in traditional Africa <ul style="list-style-type: none"> <li>• Religious authorities</li> <li>• Family authority (parents/guardians, grand parents)</li> <li>• Civic leaders (Child Kings)</li> </ul> </li> </ul> <p><b>CHURCH HISTORY</b></p> <ul style="list-style-type: none"> <li>• Service in the Early Church period.</li> <li>• Monasteries</li> <li>• The Middle Ages</li> <li>• Personalities</li> </ul> <p>The Church in modern Africa:</p>	<ul style="list-style-type: none"> <li>- Reading of the students texts, analysis of texts and discussion issues concerning leadership, responsibility at different levels.</li> <li>- Story telling about service and authority in traditional Africa.</li> <li>- Sharing of ideas about symbols of authority among different groups.</li> <li>- Dramatisation of authority in traditional Africa</li> <li>- Discussion about authority in traditional Africa</li> <li>- Reading of the Church reference section about service and authority.</li> <li>- Discussion about personalities and their role in society.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Explain the Israelites recognition of God’s authority as supreme.               <ul style="list-style-type: none"> <li>• He is the author of life.</li> <li>• He acts to free his people.</li> <li>• Explain ways in which learners can use and abuse services/authority.</li> </ul> </li>   <li>- Appreciate Jesus’ example as a servant.               <ul style="list-style-type: none"> <li>(i) State ways in which the Christian can serve in the community.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Examples of men of service</li> <li>- Problems faced by the church in service.</li> </ul> <p><b>THE BIBLE</b></p> <p><b>The Old Testament</b></p> <p>The Israelites recognize God’s authority as supreme: Exodus 3: 16 – 20; Isaiah 44: 6 – 8.</p> <ul style="list-style-type: none"> <li>- He is the author of life, and acts to free his people Psalm 136.</li> <li>- Men can abuse service Ezekiel 34: 1 Kings 4:1 – 5; 5:12; 2Samuel 11 &amp; 12)</li> </ul> <p><b>THE NEW TESTAMENT</b></p> <ul style="list-style-type: none"> <li>- Jesus the good shepherd. He came so that man may have life John 10:10.</li> <li>- He teaches the true purpose of authority (service) John 14:6)               <ul style="list-style-type: none"> <li>• Preaching</li> <li>• Healing</li> <li>• Miracles</li> <li>• Washing the feet of the disciples</li> <li>• Death on the cross</li> <li>• Sending of the Holy Spirit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading, text analysis and discussion about God’s authority.</li>   <li>- New Testament text reading and analysis about how Jesus used his authority.</li> <li>- Discussion about the authority of Jesus.</li> <li>- Brain storming about how the Christian community should have the spirit of service</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		<ul style="list-style-type: none"> <li>- He gives himself to serve man. John 13:1 – 15.</li>   <li>- The Christian community should have the spirit of service. Ephesians 4:11 - 13</li> </ul>	



## SENIOR THREE TERM: II

**TOPIC 8: ORDER AND FREEDOM IN SOCIETY [CONTD]**

**DURATION: 6 PERIODS**

**General Objectives: By the end of the topic, the learner should be able to:**

- (i) Identify aspects of loyalty expressed in society.
- (ii) Show appreciation for practicing loyalty in society.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Loyalty in Society</b>	By the end of the sub – topic, the learner should be able to:- <ul style="list-style-type: none"> <li>- Define loyalty.</li> <li>- Explain the importance of loyalty.</li> <li>- Identify forms of loyalty and disloyalty.</li> <li>- Indicate ways in which loyalties conflict.</li> <li>- Express a desire to be loyal in society, school and family.</li> <li>- Describe how Christians deal with conflicting loyalties.</li> <li>- Share experiences on how African traditional society practices loyalty.</li> </ul>	<b>PRESENT SITUATION</b> <ul style="list-style-type: none"> <li>- Definition of loyalty.</li> <li>- Importance of loyalty</li> <li>- Forms of loyalty and disloyalty</li> <li>- Conflicting loyalties</li> <li>- How Christians deal with conflicting loyalties.</li> </ul> <b>CHURCH HISTORY</b> <ul style="list-style-type: none"> <li>- The problem of dual citizenship for a Christian Philippians. 3:20</li> <li>- How Christians expressed loyalty and disloyalty in the early, middle and recent times of the Church.</li> </ul> <b>AFRICAN TRADITIONS</b> <ul style="list-style-type: none"> <li>- How Africans expressed loyalty</li> </ul>	<ul style="list-style-type: none"> <li>- Value clarification about loyalty</li> <li>- Guided discovery into the meaning of loyalty</li> <li>- Individual reading tasks about the forms of loyalty.</li> <li>- Discussion about conflicting loyalties</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Analyze the covenant as a guide to Israelite loyalty to God</li> <li>- Contrast Israel's disloyalty with God's faithfulness.</li> <li>- Give examples of the way the prophets called Israelites to be loyal to God.</li> <li>- Show the way the New and Everlasting Covenant was a fulfillment of Jeremiah's Prophecy.</li> </ul>	<ul style="list-style-type: none"> <li>- History telling about African loyalty.</li> <li>- Discussion</li> </ul> <p><b>OLD TESTAMENT</b></p> <ul style="list-style-type: none"> <li>- The Covenant as a guide for Israelite loyalty to God.</li> <li>- Israelite loyalty vs God's faithfulness</li> <li>- The prophets call to the Israelites to be loyal to God.</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading, text analysis and discussion about loyalty in the Old Testament.</li> </ul>
	<ul style="list-style-type: none"> <li>- Describe how Jesus expressed loyalty to his Father and the people.</li> <li>- Express a readiness to respond positively to Jesus' call to follow his example.</li> </ul>	<p><b>THE NEW TESTAMENT</b></p> <ul style="list-style-type: none"> <li>- The New and Everlasting covenant prophesized by Jeremiah (31:31 – 34) inaugurated by Jesus through his death.</li> <li>- Jesus expressed his loyalty to the father by death and people through his words and deeds John 8:28 – 29; 14:24; 4:34;</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading, analysis of texts and discussion about loyalty.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		Luke 2:49, Mark. 2:27; Mark 7: 1 – 7 - Jesus encourages his disciples to follow him - Christian loyalty demands that we evaluate the demands of love changing situations.	

TOPIC 9: LIFE

DURATION: 6 PERIODS

**General Objectives:** By the end, of the Sub-topic the learner should be able to:

- (i) Discuss whether happiness is a result or a goal
- (ii) Describe ways in which happiness is a choice
- (iii) Express appreciation that Christianity is a happy way of living.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Happiness</b>	By the end of the sub – topic, the learner should be able to: - Define happiness	<b>PRESENT SITUATION</b> - Definition of happiness - Concept of happiness, causes/source of happiness (integration and balance of the material, cultural, moral and spiritual aspects of human living) - Unhappiness today (How and why)	- Sharing of experiences about happiness. - Discussion about happiness - Reading of texts i.e. Literature - Exchange of ideas about unhappiness.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Identify the various sources of happiness.</li> <li>- Mention nature and sources of unhappiness today</li> <li>- Identify sources of happiness and unhappiness in African Traditional Society.</li>   <li>- Describe the sources of happiness of Christians' church history.</li> <li>- Explain the ways in which life is a mixture of joy and sorrow.</li> </ul>	<p style="text-align: center;"><b>AFRICAN TRADITION</b></p> <ul style="list-style-type: none"> <li>- Happiness in African Traditional Society</li> <li>- Unhappiness in African Traditional Society (How and why)</li>   <li style="text-align: center;"><b>CHURCH HISTORY</b></li> <li>- <b>Happiness in the early Church</b> <ul style="list-style-type: none"> <li>• Ignatius of Antioch</li> <li>• Cyprian of Carthage</li> <li>• Augustine of Hippo</li> </ul> </li> <li>- Christian happiness in Africa today.</li> </ul>	<ul style="list-style-type: none"> <li>- Story telling about happiness and unhappiness in traditional Africa.</li>   <li>- Reading of texts, analysis of texts.</li> <li>- Discussion about personalities in early Church and how they attained happiness.</li> </ul>
	<ul style="list-style-type: none"> <li>- Identify sources of happiness in the Old Testament.</li> <li>- Mention the sources of sadness in the Old Testament</li> </ul>	<p><b>BIBLE</b></p> <p><b>Happiness in the old testament</b></p> <ul style="list-style-type: none"> <li>• We are made for happiness. Unhappiness comes from not trusting in God.</li> <li>• Ecclesiastes 3: 1 – 22; life is a mixture of joy and sorrow.</li> <li>• Sources of happiness in Old Testament</li> </ul> <ul style="list-style-type: none"> <li>- Genesis2:23; companionship</li> <li>- Genesis 2:6 – 7; having children</li> </ul>	<ul style="list-style-type: none"> <li>- Reading of Biblical texts, analysis and discussion about the sources of happiness in the Old Testament.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		<ul style="list-style-type: none"> <li>- Psalm 133: 1 ; union/fellowship with others.</li> <li>- Psalm 128: 2 enjoying/sharing the fruits of labour/work</li> <li>- The Prophecy of Jeremiah; Jeremiah. 2: 1 – 13, 8: 18 – 20, 30:10 – 22)</li> </ul>	
	<ul style="list-style-type: none"> <li>- Appreciate Jesus as the source of happiness in the New Testament</li> <li>- Mention ways in which the Christian attitude can bring happiness in adversity.</li> </ul>	<p><b>NEW TESTAMENT</b></p> <ul style="list-style-type: none"> <li>• Sources of happiness</li> <li>• Jesus, son of God made man (the good news of salvation)</li> <li>• Matthew. 5:1 – 10; the fundamental attitudes (the Beatitudes) to God and life</li> <li>• Luke 19: 1 – 10; opening up one self to the good news of the kingdom of God.</li> <li>• John. 16: 16 – 22 Jesus’ resurrection, a guarantee to happiness that is a true and lasting reality.</li> <li>• Philippians 4:4 – 7; Our common effort to overcome selfishness and live in the spirit of the Beatitudes</li> <li>• Revelations 21: 1 – 4; looking forward to complete happiness in the Kingdom of the Father.</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading, analysis and discussion of the texts.</li> <li>- Concerning the happiness in the New Testament.</li> </ul>

**TOPIC 9: LIFE [CONTD.]**

**DURATION: 6 PERIODS**

**General Objective:** By the end of the topic, the learner should be able to:

- (i) Mention the different teachings on unending life, in space and time.
- (ii) Analyze the concerns of society about death.
- (iii) Appreciate that death is not the end but means to another life.
- (iv) Identify that eternal life starts here and now.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Unending Life</b>	<p>By the end of the sub-topic the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Define un-ending life.</li> <li>- Explore the causes of death.</li> <li>- Mention the causes, problems and solutions to causes of death.</li> <li>- Discuss the concept of un-ending life today.</li> </ul>	<p><b>PRESENT SITUATION</b></p> <ul style="list-style-type: none"> <li>- Definition of un-ending life</li> <li>- Causes of death today</li> <li>- Problems and solutions to causes of death</li> <li>- The concept of un-ending life today.</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery into the meaning of unending life.</li> <li>- Discussion about causes of death and the concept of unending life.</li> <li>- Summary writing about the concept of unending life.</li> </ul>
	<ul style="list-style-type: none"> <li>- Trace the African tradition belief on un-ending life.</li> <li>- Mention the causes of death in African tradition.</li> <li>- Appreciate the solutions offered by the traditional African society to reduce or stop deaths.</li> <li>- Describe death rituals in African tradition.</li> </ul>	<p><b>AFRICAN TRADITION</b></p> <ul style="list-style-type: none"> <li>- The teaching about un-ending life (the dead are not dead).</li> <li>- Causes of death in African tradition</li> <li>- Solutions to the causes of death.</li> </ul>	<ul style="list-style-type: none"> <li>- Story telling about deaths</li> <li>- Reading of texts concerning death in Africa.</li> <li>- Discussion of rituals that followed death.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Mention the significance of death rituals in African tradition</li> </ul>	<ul style="list-style-type: none"> <li>- Death rituals in African tradition and their significance</li> </ul>	
	<ul style="list-style-type: none"> <li>- Trace the development of teaching about un-ending life in the early church, middle ages and modern times</li> <li>- Identify the wrong teaching about un-ending life in church history</li> <li>- Appreciate the correct/true meaning of unending life from the Christian point of view as taught by the Apostles</li> </ul>	<p><b>CHURCH HISTORY</b></p> <ul style="list-style-type: none"> <li>- Teaching about un-ending life in church history.</li> <li>- General belief about un-ending life at the time of Christ.</li> <li>- The preaching of the Apostles.</li> <li>- The Middle – Ages (distortion, fear of death, sale of indulgences)</li> <li>- Modern times (pre - destination threatening/scaring preaching by the missionaries, correct teaching)</li> </ul>	<ul style="list-style-type: none"> <li>- Reading of the church history references</li> <li>- Reading of the Bible (Acts)</li> <li>- Analysis of texts discussion</li> </ul>
	<ul style="list-style-type: none"> <li>- Trace the Old Testament teaching about un-ending life</li> <li>- Identify the progress in the belief about unending life in the Old Testament.</li> <li>-</li> </ul>	<p><b>OLD TESTAMENT</b></p> <ul style="list-style-type: none"> <li>- Old Testament teaching about un-ending life Psalm 73:21 – 26; Psalm.16; Daniel 12:1 – 3)</li> <li>- Belief in sheol Ecclesiastes 38: 9 – 20, Isaiah 38: 9 – 20; Psalm 144: 4; Ecclesiastes 3: 12 – 13</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading, analysis and discussion of texts about unending life.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Describe the New Testament teaching about un-ending life</li> <li>- Appreciate the miracles of Jesus as assurance of victory over death</li> <li>- Mention that resurrection of Jesus is a fact and assurance of our own resurrection as believers in him</li> </ul>	<p style="text-align: center;"><b>NEW TESTAMENT</b></p> <ul style="list-style-type: none"> <li>- New Testament teaching about un-ending life.</li> <li>- Victory over death/resurrection miracles John. 11: 32 – 37; Luke 7: 11 – 17; Mark. 5: 21 – 24 and 35 – 43)</li> <li>- Rejoicing in the fact of the resurrection 1Cor.inthians 15: 1 – 28</li> <li>- Love does not come to an end Luke 10: 25 – 28; 51 – 58; John 3:6; John 35: 19 – 24, 3:2 , Luke 14:12 – 14, Rev 3:20</li> <li>- Love does not come to an end Luk. 10: 25</li> <li>- Celebrate eternal life 1Corinthians 11: 24 – 25, John 6: 53 – 56, Revelations 22: 1 – 5.</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading, text analysis and discussion about the New Testament perspective about life after death</li> <li>- Drama about Jesus' resurrection.</li> </ul>



**TOPIC 9: LIFE [CONT]**

**General Objectives:** By the end of the sub topic, the learner should be able to:

- (i) Identify ways in which success in life is related to our goals and values
- (ii) Express a desire to success in life and uphold the values that lead to success.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Success</b>	<p>By the end of the sub-topic the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Define success generally and in the Uganda context.</li> <li>- Express a desire to succeed in life.</li> <li>- Identify ways of setting goals and achieving them.</li> <li>- Express appreciation for the challenges and benefits of success.</li> <li>- Identify different aspects of success in African traditional society.</li> <li>- Express that Africans were successful and accountable to the society.</li> <li>- Identify aspects that reflect the success of a person.</li> </ul>	<p><b>PRESENT SITUATION</b></p> <ul style="list-style-type: none"> <li>- Definition of success.</li> <li>- Setting goals so as to succeed.</li> <li>- Identification of values to uphold in success.</li> <li>- Hindrances to success.</li> <li>- Identification of successful people in society.</li> <li>- Comparison of personal and social success.</li> <li>- Indicators of success in Uganda today.</li> <li>- The challenges and benefits of success.</li> </ul> <p><b>AFRICAN TRADITIONAL SOCIETY</b></p> <ul style="list-style-type: none"> <li>• The concept of success in African Traditional Society</li> <li>• Success was more social than personal</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery into the meaning of success</li> <li>- Sharing of experiences about success.</li> <li>- Discussion about successful personalities and societies.</li> <li>- Written tasks about indicators of success</li> <li>- Story telling about the concept of success.</li> <li>- Discussion about success in relation to the African tradition</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		<ul style="list-style-type: none"> <li>• Connection between success and innocence</li> </ul> <p><b>CHURCH HISTORY</b></p> <ul style="list-style-type: none"> <li>- How the church has been successful (number, geographical spread, historical survival, Leaders and buildings/ Art mutual love)</li> <li>- Ways in which the church has failed (divisions, wars, moral compromises, corruption and segregation)</li> </ul>	<ul style="list-style-type: none"> <li>- Textual reading, textual analysis and discussion concerning success in the Church history times.</li> <li>- Discussion of how the Church spread in numbers and space.</li> <li>- Brainstorming on the failures of the Church in the Church History times.</li> <li>-</li> </ul>
	<ul style="list-style-type: none"> <li>- Find out the causes of success.</li> <li>- Analyze how the law is a guide to success.</li> <li>- Discover how Job suffered though he was righteous and successful.</li> <li>- Show how Jesus was successful.</li> <li>- Elaborate on Jesus' teaching about success.</li> <li>- Identify aspects of success which were social or personal.</li> </ul>	<p><b>THE OLD TESTAMENT</b></p> <ul style="list-style-type: none"> <li>- How success depended on one's goals of life (achieve unity and harmony with God).</li> <li>- The Law as a guide to success Deuteronomy 6: 1- 9</li> <li>- Psalm 1</li> <li>- Job 1:1 – 3; 21: 7 – 15 the suffering righteous.</li> </ul> <p><b>THE NEW TESTAMENT</b></p> <ul style="list-style-type: none"> <li>- How Jesus was successful (Philippians 2: 1 – 11; Matthew. 4: 1 – 11; 12: 18 – 21; Matthew 11: 4 – 6)</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading, textual analysis and discussion concerning success.</li> <li>- Character analysis of people who were successful in the Old Testament</li> <li>- Guided discovery into which ways through which Jesus was successful.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Explore the connection between success and innocence.</li> <li>- Examine ways in which the church has been successful or a failed in its roles and existence.</li> </ul>	<ul style="list-style-type: none"> <li>- What Jesus taught about success (Matthew 19: 16 – 22)</li> <li>- Luke 9: 23 – 26</li> <li>- Romans 12: 1 – 21.</li> <li>- Paul’s teaching about success</li> <li>- Similarities and differences between success in the Old Testament and the New Testament.</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading, text analysis and discussion about the New Testament perspective of success</li> </ul>

## SENIOR THREE TERM III

**TOPIC 10: MAN AND WOMAN**

**DURATION: 12 PERIODS**

**General objectives: By the end of the topic, the learner should be able to:**

- (i) Appreciate the importance of family life.
- (ii) Identify the way family life is changing and the way forward.
- (iii) Analyze the Christian ideal of mutual love and respect in the family.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Family Life</b>	By the end of the sub-topic the learner should be able to: <ul style="list-style-type: none"> <li>- Define a family.</li> <li>- Mention the different types of families, their advantages and disadvantages.</li> <li>- Discuss the problems facing families today.</li> </ul>	<b>1. PRESENT SITUATION</b> <ul style="list-style-type: none"> <li>- Definition of family.</li> <li>- Types of families (nuclear, extended). Nuclear (advantages and disadvantages).</li> <li>- Extended (Advantages and disadvantages).</li> <li>- Patrilineal (advantages and disadvantages).</li> <li>- Matrilineal (advantages and disadvantages).</li> </ul> <p style="text-align: center;"><b>Problems facing families today</b></p> <ul style="list-style-type: none"> <li>- Domestic violence (forms, causes, effects and solutions)</li> <li>- Women manipulation</li> <li>- Poverty</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery into the meaning of family.</li> <li>- Sharing of experiences</li> <li>- Concerning types of family</li> <li>- Discussion about advantages and disadvantages of each type.</li> </ul> <ul style="list-style-type: none"> <li>- Individual reading tasks and Newspaper reading about problems facing families.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Identify the positive roles of different people in a family. Explain the importance of children in the family.</li> <li>- Show the position of polygamy in African Traditional Society.</li> <li>- Express appreciation of changing patterns in family life.</li> </ul>	<p><b>AFRICAN TRADITIONAL SOCIETY</b></p> <p>2. African traditional society</p> <ul style="list-style-type: none"> <li>- Position and roles of men, women and children in families importance of children.</li> <li>- Polygamy types, reasons, advantages and disadvantages</li> <li>- Education of children in a family.</li> <li>- Relationships among family members.</li> <li>- Changing patterns in family life.</li> <li>- Similarities and differences between family life in African traditional society and present situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Debate about advantages and disadvantages of polygamy</li> <li>- Discussion about education of children in Africa</li> <li>- Discussion about analysis of the differences and similarities between family in African traditional society and present situation.</li> </ul>
	<ul style="list-style-type: none"> <li>- Identify the different patterns of family life that were existing in Church history.</li> <li>- Show appreciation of the Christian ideal of mutual love and respect.</li> <li>- Analyse the reactions of the missionaries towards traditional African customs.</li> </ul>	<p><b>1. CHURCH HISTORY</b></p> <p>(1) Christian ideal of mutual love and respect set out in the New Testament.</p> <p>(2) Early centuries in Africa</p> <ul style="list-style-type: none"> <li>- Existing patterns of family life.</li> <li>- Those accepted by Christianity and those challenged by Christianity.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading of texts from the reference section and analysis of the texts concerning family.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		(ii) Middle Ages <ul style="list-style-type: none"> <li>- Legalistic attitude</li> <li>- Emphasis on Christian family life.</li> </ul> (ii) Reformation and after <ul style="list-style-type: none"> <li>- Emphasis on Christian family life</li> <li>- Attitudes of Christian missionaries to traditional African customs of polygamy, inheritance of widows, etc.</li> </ul>	
	<ul style="list-style-type: none"> <li>- Tell and appreciate what the Old and New testaments teach about family life.</li> <li>- Analyze the position of the Bible on divorce and polygamy.</li> <li>- Discuss the role of the family in the Old Testament and the New Testament.</li> </ul>	<b>BIBLE</b> <b>(i) OLD TESTAMENT</b> <ul style="list-style-type: none"> <li>- Old testament teaching on family life of the family as the basis unit of society Genesis 12: 1 – 5)</li> <li>- Children as a sign of God’s blessings Genesis 15: 2 Psalms 128:3</li> <li>- 1 Samuel 1:8; Genesis 30: 1 – 8 (sterility)</li> <li>- Exod. 20: 12, Deutronomy5: solidarity</li> <li>- Divorce Malachi 2:13 – 16 permitted, Deuteronomy 24:1ff condemned)</li> <li>- Polygamy practiced (1Kings 11); disappeared after exile.</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading, analysis of the texts and about family values in the Old Testament.</li> <li>- Bible reading text analysis and discussion about the family patterns and values in the Old Testament</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		<ul style="list-style-type: none"> <li>- Genesis 2:21 – 24 stability of family/monogamy.</li> <li>- Deutronomy24: 1 Divorce</li> <li>- The family is the centre of education Proverbs 22:1; 23: 13: - 14; 29: 15 – 17</li> <li>- Involvement in development of natural resources 1 Kings 5.</li> <li><b>(ii) NEW TESTAMENT</b></li> <li>- Ideal of Monogamy Mark. 10: 1 – 12</li> <li>- Mutual love and respect Mark. 3:31 – 35)</li> <li>- Family to be out ward looking to a wider human community Luke 2:46 – 50, 9: 57 – 62</li> <li>- Christians to be nations conscience. Romans: 13: 1 – 7 ; 1 Peter 2:13 – 17</li> <li>- Relationship within the family Ephesians 6: 1 – 4, Col 3: 18 – 21, 1 Peter 3: 1 – 8 Love, acceptance and forgiveness Colossians 3: 12 – 15.</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading, analysis of texts and discussion about the New Testament views about family values.</li> <li>- Summary writing</li> </ul>

**TOPIC 10: MAN AND WOMAN [CONT]**

**DURATION: 12 PERIODS**

**General objectives: By the end of the topic, the learner should be able to:**

- (i) Analyze the difference in sex roles
- (ii) Give examples of institutions and personalities
- (iii) Appreciate the Christian teaching on love as the foundation of all relationships.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Sex difference and the person</b>	By the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>- Define sex.</li> <li>- Appreciate their sex differences and separate roles in society.</li> <li>- Give examples of cases of inequality and equality today.</li> <li>- Appreciate the achievements of and challenges facing women organizations.</li> <li>- Discuss the efforts being put to address the evil of inequality in society.</li> <li>- Stress the needs for sex education today.</li> </ul>	<b>PPRESENT SITUATION</b> <ul style="list-style-type: none"> <li>- Definition of sex.</li> <li>- Discovering sexuality.</li> <li>- Inequality between men and women today.</li> <li>- Equality between men and women today.</li> <li>- Forming relationship between male and female.</li> <li>- Women organizations (examples and aims).</li> <li>- Achievements of women organizations and personalities in the struggle for equality of persons.</li> <li>- Challenges facing women organizations</li> <li>- The role of the following in the promotion of equality in society                             <ul style="list-style-type: none"> <li>• Government</li> <li>• Church</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery into meaning of sex and sexuality.</li> <li>- Sharing of experience about equality of men and women today.</li> <li>- Discussion about the achievements and challenges of women.</li> <li>- Discussion about the role of various institutions in promotion of equality in society.</li> </ul>



SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		<ul style="list-style-type: none"> <li>• Schools</li> <li>- Sex education today (how and why).</li> <li>- Challenges of sex education today.</li> </ul>	
	<ul style="list-style-type: none"> <li>- Mention ways in which women were discriminated in African tradition</li> <li>- Explain the significance of sex education in nurturing and upholding morals in society.</li> <li>- Identify Christian ideal of respect for persons.</li> <li>- Express appreciation of the contribution made by Hana and Yohana to society</li> <li>- Mention cases of sex discrimination in Church</li> <li>- Identify cases of equality and inequality of sexes in the old Testament</li> <li>- Give examples of prominent women in the Old Testament Explain Old Testament teaching on equality and inequality.</li> </ul>	<p><b>AFRICAN TRADITION</b></p> <ul style="list-style-type: none"> <li>- Practice of equality (how and why)</li> <li>- Sex education in African tradition <ul style="list-style-type: none"> <li>• Content.</li> <li>• How it was taught.</li> </ul> </li> </ul> <p><b>CHURCH HISTORY</b></p> <ul style="list-style-type: none"> <li>- The Christian ideal of respect for the person whether male or female. Examples of African leaders trained by the missionaries. <ul style="list-style-type: none"> <li>• Hana Kageye</li> <li>• Yohana Kitagana</li> </ul> </li> <li>- Sex discrimination in Church history.</li> </ul>	<ul style="list-style-type: none"> <li>- Story telling about the practice of equality in African traditional society.</li> <li>- Discussion about sex education and how it was imparted.</li> <li>- Reading of texts</li> <li>- Character analysis</li> <li>- Individual reading tasks</li> <li>- Bible reading and textual analysis about sex differences during the church History times.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		<p><b>OLD TESTAMENT</b></p> <ul style="list-style-type: none"> <li>- Teaching about equality of sex Genesis 1: 26- 31, 2: 18 – 25, 1: 27 – 28, 3: 1ff, Leviticus 19: 18)</li> <li>- Deuteronomy.15: 12 – 14, Exodus 22: 20 – 20: 22, 3:7 – 10, etc</li> <li>- Examples of sex inequality in the Old Testament. Exodus 2:7; Genesis 3:8 – 17; 29: 18 – 28; 2 Samuel 11: 1ff; Deuteronomy. 24 1ff; 1 Kings 11: 4; 2 Samuel 24: 1 – 9, 1Kings 5: 13 – 18).</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery into the teaching about equality of sex.</li> <li>- Bible reading and text analysis about sex equality and sexuality in general.</li> <li>- Discussion about the importance of sex differences.</li> </ul>
	<ul style="list-style-type: none"> <li>- Explain the New Testament teaching about equality of sexes.</li> <li>- Mention that Christianity advocates for equality of sexes.</li> <li>- Express appreciation of both sexes as children of God and joint heirs to the kingdom of God</li> </ul>	<p><b>NEW TESTAMENT</b></p> <ul style="list-style-type: none"> <li>- Jesus proclaimed the dignity of persons basing on love as the foundation of all relationship John 13: 34 – 35; 1: 14 – 16; Mark 10: 13 – 16; John 3: Luke 16; Gal 5: 13 – 15; Philippians. 3:2 – 5.</li> <li>- He is open to all kinds of people whatever their <ul style="list-style-type: none"> <li>• Race John. 4: 1 – 9</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading</li> <li>- Analysis of texts and discussion about the equality of humanity Dramatization of Jesus’ association with people of different gender. Luke 10: 38 – 42</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		<ul style="list-style-type: none"> <li>• Social status Mark. 1:40 – 45</li> <li>• Profession Mathew9:9- 13</li> <li>• Moral life (Jn10: 38 – 42, 11: 1 – 5, Luke 7: 36 – 39)</li> <li>• Sex Luke10: 38 – 42, John 11:1 – 5</li> <li>• Age Mark 10: 13 – 160</li> </ul> <p>- Discrimination of any form is a denial of the family ties that hold people Mathew 5: 43</p> <ul style="list-style-type: none"> <li>• Christian unity Galatians 3: 27 – 28</li> <li>• Unity in diversity 1 Corinthians 12: 12 – 30)</li> </ul>	<p>- Discussion about Christian unity.</p>

## SENIOR FOUR TERM: I

**TOPIC 10: MAN AND WOMAN (Cont)**

**DURATION: 12 WEEKS**

**General objectives: By the end of the topic, the learner should be able to:**

- (i) Explain the importance of marriage.
- (ii) Identify principles guiding courtship.
- (iii) Express appreciation of the importance of courtship as a prerequisite for stable marriage relationship

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Courtship and marriage</b>	<ul style="list-style-type: none"> <li>- By the end of this sub-topic the learner should be able to:</li> <li>- Define courtship                             <ul style="list-style-type: none"> <li>• Principles that guide courtship.</li> <li>• Changing patterns of courtship.</li> <li>• Values of courtship.</li> </ul> </li> <li>- Define marriage.</li> <li>- Give factors to consider when choosing a marriage partner today.</li> <li>- Explain the different types of marriage and their characteristics.</li> <li>- Explain the purpose and importance of changing patterns of marriage.</li> <li>- Express the appreciation of the importance.</li> </ul>	<p style="text-align: center;"><b>PRESENT SITUATION</b></p> <ul style="list-style-type: none"> <li>- Definition of Courtship                             <ul style="list-style-type: none"> <li>• Principles that guide courtship</li> <li>• Changing patterns of courtship</li> <li>• Values of courtship</li> </ul> </li> <li>- Factors to consider when choosing a marriage partner today.</li> <li>- Types of marriage and their characteristics.                             <ul style="list-style-type: none"> <li>• Religious</li> <li>• Christian</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery into the meaning of courtship</li> <li>- Sharing of ideas about principles and values of courtship</li> <li>- Sharing of experiences on the factors to consider while choosing a marriage partner.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Define courtship in African traditional society</li> <li>- Explain bride wealth and its importance.</li> <li>- State ways in which bride wealth was abused.</li> <li>- Explain the understanding of marriage in African traditional Society.</li> </ul> <p>Explain polygamy:</p> <ul style="list-style-type: none"> <li>• Reasons why Africans valued polygamy.</li> <li>• Problems related to polygamy.</li> </ul> <ul style="list-style-type: none"> <li>- Define divorce in traditional African society.</li> <li>- Give reasons for allowing divorce in African traditional society.</li> </ul>	<ul style="list-style-type: none"> <li>• Customary.</li> <li>• Civil</li> </ul> <p><b>AFRICAN TRADITIONAL SOCIETY</b></p> <ul style="list-style-type: none"> <li>- African understanding of courtship</li> <li>- The values/importance of courtship.</li> <li>- Definition of bride wealth</li> <li>- Importance of bride wealth</li> <li>- Abuse of bride wealth</li> <li>- Understanding of marriage in African traditional society</li> <li>- Definition of polygamy</li> <li>- Why Africans valued polygamy</li> </ul> <ul style="list-style-type: none"> <li>- Definition of divorce</li> <li>- Causes of divorce</li> <li>- - Involvement in witchcraft and sorcery</li> <li>- Adultery in some societies</li> <li>- Why divorce was allowed in African traditional society</li> </ul>	<ul style="list-style-type: none"> <li>- Story telling about courtship.</li> <li>- Discussion of stories given</li> <li>- Discussion about the values of bride wealth.</li> <li>- Discussion about the abuse of bride wealth.</li> <li>- Debate about the values of polygamy</li> <li>- Guided discovery into the meaning of divorce.</li> <li>- Discussion about the causes of divorce.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Define monogamy.</li> <li>- Show how monogamy was promoted as the ideal form/type of marriage</li> <li>- Explain understanding of marriage in church history.</li> <li>- Identify the essentials and non – essentials of a Christian wedding.</li> </ul>	<p><b>CHURCH HISTORY</b></p> <ul style="list-style-type: none"> <li>- Definition of monogamy.</li> <li>- Monogamy as the ideal type of marriage 1Timothy 3:2, 1Corinthians 7: 1 – 2)</li> <li>- Freedom of choice of a partner and growing relationships.</li> <li>- The changing patterns of marriage in church history of Christian wedding.</li> <li>- The essentials and non – essentials <ul style="list-style-type: none"> <li>• Adult male and female</li> <li>• Both Christians</li> </ul> </li> <li>- Church Minister’s role</li> <li>- Witnesses</li> <li>- Non essentials</li> <li>- Festivals</li> <li>- Flamboyant garments, cars, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Biblical analysis of the content concerning courtship and marriage.</li> <li>- Discussion about the church history perspective of courtship and marriage.</li> </ul>
	<ul style="list-style-type: none"> <li>- Define marriage according to the Old Testament context.</li> <li>- Describe the implications of marriage according to Hosea 1 – 2.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>THE BIBLE</b></li> <li>- <b>Old Testament</b></li> <li>- Marriage willed by God</li> <li>- A sharing in God’s creative activity/Genesis 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>- Dramatic Bible reading</li> <li>- Analysis of text and discussion about the institution of marriage.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Discuss the concept of marriage in ancient Israel.</li> </ul>	<ul style="list-style-type: none"> <li>- Laws help to safe guard respect and dignity of man and woman</li> <li>- Man and woman are equal, both made in God’s image. Hosea 1 - 2               <ul style="list-style-type: none"> <li>• Marriage: a covenant between a male and a female.</li> <li>• Integrity, tenderness trust, forgiveness</li> <li>• The relationship between husband and wife shows the harmony to which God has called all people.</li> </ul> </li> <li>- Marriage was highly regarded in ancient Israel (study the following passages): Genesis 29: 20, 1 Samuel 1:8,, Det. 24: 5, Prov. 5: 18, Prov. 18: 22, Ecclesiastes 36: 24 – 25, Ecclesiastes. 9:9</li> </ul>	

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Show that love is the foundation of successful marriage</li> <li>- Explain that married love is sign of Christians love for the Church.</li> <li>- Explain the nature of this love.</li> <li>- Explain celibacy.</li>   <li>- Appreciate marriage as a God given institution, necessary for man and woman</li> </ul>	<p style="text-align: center;"><b>NEW TESTAMENT</b></p> <ul style="list-style-type: none"> <li>- Love: the foundation of Christian marriage</li> <li>- The nature of Christian love in marriage, as a symbol of Christ's love for the Church Romans 6; Ephesians 5: 21 – 33</li>   <li>- Love: real, self –giving, creative and faithful.</li> <li>- Jesus recognized the marriage institution. Mark 2: 19; John 3: 29, John 2: 1-11</li> <li>- In Christian marriage each partner becomes a Minister of saving grace to the other Ephesians 5:21</li> <li>- Celibacy as a form of life.</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading, analysis of texts and discussion about the Christian perspective of marriage.</li> </ul>



**TOPIC 11: MAN'S RESPONSE TO GOD THROUGH FAITH AND LOVE**

**DURATION: 12 PERIODS**

**General objectives: By the end of the topic, the learner should be able to:**

- (i) Identify various ways modern society searches for God and the truth.
- (ii) Mention ways in which the traditional African society understood God and how he/she was related to and with Him
- (iii) Describe the ways God related with His people in the Old Testament and the New Testament.
- (iv) Express appreciation for the different ways in which people seek for God.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<p><b>Man's Quest for God</b></p>	<p>By the end of this subtopic the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Define man's quest for God.</li> <li>- State why man is searching for the meaning of life and truth.</li> </ul>	<p><b>PRESENT SITUATION</b></p> <ul style="list-style-type: none"> <li>- Definition of man's quest for God</li> <li>- Man's quest for God today</li> <li>• Man's search for meaning of life e.g. prayers, fellowship, alms-giving, self-sacrifice, worship, pilgrimages, crusades, sharing, accepting sacraments (baptism, confirmation, construction of churches/mosques.</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery into how people look for God.</li> <li>- Sharing of experience about man's quest for God in the modern society.</li> </ul>

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<p>Mention attributes of God in African traditional society.</p> <ul style="list-style-type: none"> <li>- Show how the attributes of God reflect African understanding of his nature.</li> <li>- Elaborate on beliefs in divinities, ancestors and spirits.</li> <li>- Distinguish good from bad spirits.</li> <li>- Identify different places where spirits recite.</li> </ul>	<p><b>AFRICAN TRADITION Beliefs</b></p> <ul style="list-style-type: none"> <li>- How the African acquired religious beliefs of their society.</li> <li>- Analyze how the Africans acquired their religious beliefs.</li> <li>- Belief in God</li> <li>- Attributes of God. <ul style="list-style-type: none"> <li>• God is real to Africa.</li> <li>• God is unique</li> <li>• God is one</li> <li>• God is controller of the universe (World)</li> </ul> </li> <li>- Belief in ancestors, divinities and spirits. <ul style="list-style-type: none"> <li>• Good and bad spirits.</li> <li>• Their residences (Mountains, Rocks, River, Trees, Shrines etc)</li> </ul> </li> <li>- Belief in divinities</li> </ul>	<ul style="list-style-type: none"> <li>- Textual reading and analysis about the practices, beliefs and rituals in African traditional religions</li> </ul>



SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		<ul style="list-style-type: none"> <li>- Three ways in which men search for God, truth and the right way to live.</li> <li>• The mystery religions (those involved in the mystery religions).</li> <li>• The philosophers.</li> <li>• Those concerned with the right living (Christians).</li> <li>- Seekers of God (two)</li> <li>• Clement of Alexandria (Egypt)</li> <li>• Augustine of Hippo (Africa).</li> <li>- Different ways people seek God (Seekers or Possessors).</li> <li>• Attitudes of Christians about the truth(the crusaders)</li> <li>• The attitudes of the Nobili and Ricci (accommodative attitude)</li> <li>• Possessors (missionary approach).</li> </ul>	<ul style="list-style-type: none"> <li>- Textual reading and analysis about ways through which church people searched for God</li> <li>Analysis of personalities with special qualities.</li> </ul>

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Analyze how the listed categories of people sought for God.</li> <li>- Mention the purpose of God creating mankind.</li> <li>- Analyze the effect of sin on relations between man and God and man with fellow man.</li> </ul> <p>Identify the various ways in which God attempts to restore broken relationship.</p>	<p><b>BIBLE</b></p> <p><b>OLD TESTAMENT</b></p> <ul style="list-style-type: none"> <li>- Genesis 1 – 11, mankind , created by God</li> <li>- For union with him</li> <li>- The effects of sin on God’s relationship with man, and man and with fellow man.</li> <li>- Restoration of the broken relations and relationships. <ul style="list-style-type: none"> <li>• The call of Abraham Gen. 12: 1 – 3</li> <li>• The call of Moses: Exodus 3:1 – 2</li> <li>• The call of Jeremiah Jeremiah. 1:1 – 10</li> <li>• God’s revelation and intervention in Israelites history Exodus 24: 1- 8</li> <li>• Hope of God’s salvation (exclusive or open) the story of Ruth and Jonah.</li> <li>• Universal salvation Isa. 45: 18, 23; 49: 1, 12 – 13; 55:5.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading and analysis of texts about the Old Testament perspective of seeking God.</li> </ul>

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Identify Jesus Christ is the last attempt to restore the lost glory and the final liberation of mankind (salvation).</li> <li>- Describe how the early church received Gentile converts</li> <li>- Express a realization that Africans also belong to the Gentile Category.</li> </ul>	<p><b>NEW TESTAMENT</b></p> <p>Hebrews. 1:1 – 2; show fulfillment of Old Testament revelation Jesus affirms he has come.</p> <ul style="list-style-type: none"> <li>• Luke 3: 6, 6:35, 10:14); Jesus and non- Jews.</li> <li>• The Good News not a reformed Judaism, it is something new and unexpected (the Kingdom of God) John 11:45 - 54</li> <li>• Jesus Himself is the centre of mankind gathered together in Unity (Jn. 11:45 – 54)</li> </ul> <ul style="list-style-type: none"> <li>- Attitudes of the early Christians towards Gentiles conversions.</li> <li>- Romans 1: 18 – 32; Acts 17: 22 – 23, Acts10; Ephesians 3: 1 – 13</li> <li>- God’s mystery of salvation</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading and analysis of texts concerning the search for God in the New Testament.</li> </ul>

## SENIOR FOUR TERM II

**TOPIC 11: MAN'S RESPONSE TO GOD THROUGH FAITH AND LOVE (CONT) DURATION 24 PERIODS**

**General objectives: By the end of the topic the learner should be able to:**

- (i) Identify the reasons and how people evade God.
- (ii) Appreciate that love for God and neighbour rather than religious laws and practices is fundamental in our relations with God.
- (iii) Express the need to depend and trust in God rather than ignoring him.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Man's Evasion of God</b>	By the end of the topic, the learner should be able to: <ul style="list-style-type: none"> <li>- Define evasion.</li> <li>- Identify the ways and reasons why people are evading God.</li> <li>- Analyze why people are evading God,</li> <li>- Mention why some people think that there is no God.</li> </ul>	<b>PRESENT SITUATION</b> <ul style="list-style-type: none"> <li>- Definition of evasion</li> <li>- Causes and ways in which God is evaded today.</li> <li>- Reasons why people evade reality.</li> <li>- Reasons why some people today think there is no God.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing of experiences about how and why people evade God in the present situation.</li> <li>- Group work</li> <li>- Discussion</li> </ul>
	<ul style="list-style-type: none"> <li>- Trace how people in Africa evaded reality.</li> <li>- Identify the elements in magic and witchcraft that constitute evasion of God.</li> </ul>	<b>AFRICAN TRADITION</b> <ul style="list-style-type: none"> <li>- Ways in which Africans traditionally evaded God.</li> <li>- How magic and witchcraft is a form of evading God.</li> </ul>	<ul style="list-style-type: none"> <li>- Story telling</li> <li>- Group work discussion about ways through which Africans evade God.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<p>Give examples of how people searched for an easier doctrine concept.</p> <ul style="list-style-type: none"> <li>- Show how Ambrose and Augustine eventually turned to God.</li> <li>- Describe how farmers searched for God.</li> <li>- Elaborate on how people live with God.</li> <li>- Identify ways in which other cultures have altered Christian beliefs.</li> </ul>	<p><b>CHURCH HISTORY</b></p> <ul style="list-style-type: none"> <li>- The search for an easier doctrine concept</li> <li>- Worshiping something other than God (Ambrose, Augustine).</li> <li>- Reformers as a quest for God.</li> <li>- Living without God. (Educated people, secular governments, and ban on religion by governments)</li> <li>- Influence of other cultures on Christian beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>- Textual reading and analysis</li> <li>- Discussion about the evasion of God in the church history.</li> </ul>
	<ul style="list-style-type: none"> <li>- Identify the ways in which God was evaded in the Old Testament.</li> <li>- Mention the Old Testament teaching that was misunderstood leading to evasion.</li> </ul>	<p><b>THE BIBLE (OLD TESTAMENT)</b></p> <ul style="list-style-type: none"> <li>- Leave it all to God; leave it all to us as a mentality</li> <li>• Turning their backs on Yahweh and favouring gods of other nations (Isaiah 40: 21 – 26)</li> <li>• Ignoring the fact that the covenant was a partnership (2 Samuel. 7: 1 – 16, Isaiah. 5: 1 – 7; Jeremiah. 7: 1 – 12).</li> <li>• Reliance on secret objects (1 Samuel 4: 1 – 11, religious rituals, sacrifices etc. 1 Samuel 1: 10 – 15; 58: 1 – 12)</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading, textual analysis and discussion about the Old Testament understanding of man's evasion of God.</li> </ul>



SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		<ul style="list-style-type: none"> <li>• False independence of God (ignoring God) Ezek. 28: 1- 5; Genesis 3</li> <li>• Psalm: 53.</li> <li>• Manipulation of God Isaiah 58: 1 – 7</li> </ul>	
	<ul style="list-style-type: none"> <li>- Mention ways in which God was evaded in the time of Jesus.</li> <li>- Appreciate Jesus' effort in correcting wrong concepts/attitudes of seeking God.</li> <li>- Express a realization that good motives of searching for God can be misdirected.</li> <li>- Identify ways Jesus influenced people.</li> <li>- Explain how trying and trusting are a solution to evading God.</li> </ul>	<p><b>NEW TESTAMENT</b></p> <ul style="list-style-type: none"> <li>- Jesus' attack on religionism (supplementing love for God with religious activities)</li> <li>- Ways in which religion had lost meaning.</li> <li>- False reasons for fasting.</li> <li>• Sacredness of the temple</li> <li>• Fasting</li> <li>• Religious hypocrisy of the Pharisees Mark 7:1 – 13).</li> <li>• Discrimination Mark. 7: 24 – 30; Luke. 7: 1 – 10</li> <li>- Jesus attack on indifferentism (indifference to God) Luke12: 13 – 12; Luke 16: 19 – 31</li> <li>- How Jesus influenced people Matthew 4:1 – 11)</li> <li>- Trying and trusting as a solution to religionism and indifferentism Matthew 7:7 – 11</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading and textual analysis and</li> <li>- Discussion about aspects that are considered as evasion of God.</li> <li>- Drama about hypocast</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
		<ul style="list-style-type: none"> <li>Dependence on God and trust in him Ephesians. 2:8 – 10, Philippians. 2:13, Matthew 25: 14 – 30</li> </ul>	

## SENIOR FOUR TERM: III

**TOPIC 11: MAN'S RESPONSE TO GOD THROUGH FAITH AND LOVE [CONT] DURATION: 12 PERIODS**

**General objectives: By the end of the topic, the learner should be able to:**

- (i) Identify ways in which Christians have been involved in the world
- (ii) Express a readiness to be positively involved in their environment.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
<b>Christian involvement in the world</b>	By the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>Discuss the concept of Christian involvement in the world</li> </ul>	<p style="text-align: center;"><b>PRESENT SITUATION</b></p> <ul style="list-style-type: none"> <li>Discussion on the concept of Christian involvement in the world as witnesses and agents of change.               <ul style="list-style-type: none"> <li>Social</li> <li>Religious</li> <li>Ethical</li> <li>Political</li> <li>Education</li> <li>Health</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery into various sectors where Christians can be involved and issues concerning man's involvement in the world.</li> <li>Newspaper reading</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<ul style="list-style-type: none"> <li>- Analyze Christians’ influence on African traditional society, religiously, culturally and attitudinal aspects</li>   <li>- Describe ways in which the Church has been involved in the world through history</li> </ul>	<p><b>AFRICAN TRADITIONAL SOCIETY</b></p> <ul style="list-style-type: none"> <li>- Historical involvement of the Church in the world. <ul style="list-style-type: none"> <li>• Education</li> <li>• Health</li> <li>• Ethical and</li> <li>• Moral</li> </ul> </li> <li>- Rivals, renewals and reformations.</li> </ul> <p><b>CHURCH HISTORY</b></p> <ul style="list-style-type: none"> <li>- How Christianity neutralized African religious and social, cultural practices. <ul style="list-style-type: none"> <li>• Naming, forms of worship, rituals, sacrifices and hygiene.</li> </ul> </li> <li>- For sometime African tradition was considered as contrary to Christianity.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion about the historical involvement of the church in the world</li> <li>- Discussion about the role of the church in neutralizing the African traditional.</li> </ul>
	<ul style="list-style-type: none"> <li>- Explain how people relate with God through worship.</li> </ul> <p>Analyze ways in which people responded to God.</p>	<p><b>The Old Testament</b></p> <ul style="list-style-type: none"> <li>- Emphasize on worship of one God (monotheism).</li> <li>- God as a living being to be related with Exodus 19: 1 – 9</li> <li>- Worship of other gods and idols forbidden Isaiah 44: 9 – 20</li> <li>- Need to respond in faith to Yahweh. Isaiah 39: 1- 8</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion about monotheism.</li> <li>- Guided discovery into Old Testament worship.</li> <li>- Bible reading and textual analysis about people’s response to God’s call.</li> </ul>

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING STRATEGIES
	<p>Analyze the ways in which Jesus taught the Church to be involved in the world.</p> <ul style="list-style-type: none"> <li>- Analyze how faith and prayer express human response to God</li> <li>- Express desire to be positively involved in the world</li> </ul>	<ul style="list-style-type: none"> <li>- The ever-present God causes people to respond positively in obedience (Psalms 139)</li> </ul> <p><b>The New Testament</b></p> <ul style="list-style-type: none"> <li>- Jesus in human form (Emmanuel) to identify with people</li> <li>- He came to introduce God's rule on earth and changed Christian attitude to transcend existing cultures and traditions.</li> <li>- Jesus' life as a role model for Christian involvement in the world.</li> <li>- The doctrine of faith as the major Christian response to God.</li> <li>- Prayer both corporate and individual Luke 11: 1- 13; Mathew 6: 5 – 6</li> </ul>	<ul style="list-style-type: none"> <li>- Bible reading and textual analysis about Jesus in human form</li> <li>- Sharing experiences about the doctrine of faith.</li> </ul>
	<ul style="list-style-type: none"> <li>- Discuss the meaning and importance of the Eucharist (Holy Communion).</li> <li>- Identify how the Eucharist began, what it symbolizes and the different items used in it.</li> <li>- Express her/his view of the Eucharist.</li> </ul>	<p><b>The Eucharist</b></p> <ul style="list-style-type: none"> <li>- Meaning of Eucharist</li> <li>- Initiated by Jesus Luke 22: 14 – 20 and intended to continue</li> <li>- Expression of Christian unity and fellowship 1Corinthians. 10: 16 – 17</li> <li>- Sums up the Living faith of the Christian community.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing experiences about the meaning of the Eucharist</li> <li>- Discussion about Christian</li> </ul>

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