

COMPETENCE BASED CURRICULUM

SENIOR SCHOOL

GRADE 10

GUIDENOTES



STEWARDSHIP



CRE

1ST EDITION



New Kenya Basic Education Curriculum Framework

2 - 6 - 6 - 3

Pre - Primary School - 2 Yrs.

Pre-Primary 1

Pre-Primary 2

Formative Assessment

Lower Primary School - 3 Yrs.

Grade 1

Grade 2

Grade 3

Formative Assessment and
National Assessment

Upper Primary School - 3 Yrs.

Grade 4

Grade 5

Grade 6

Formative Assessment and
National Assessment

Lower Secondary School - 3 Yrs.

Grade 7

Grade 8

Grade 9

Formative Assessment and
National Assessment

Senior Secondary School - 3

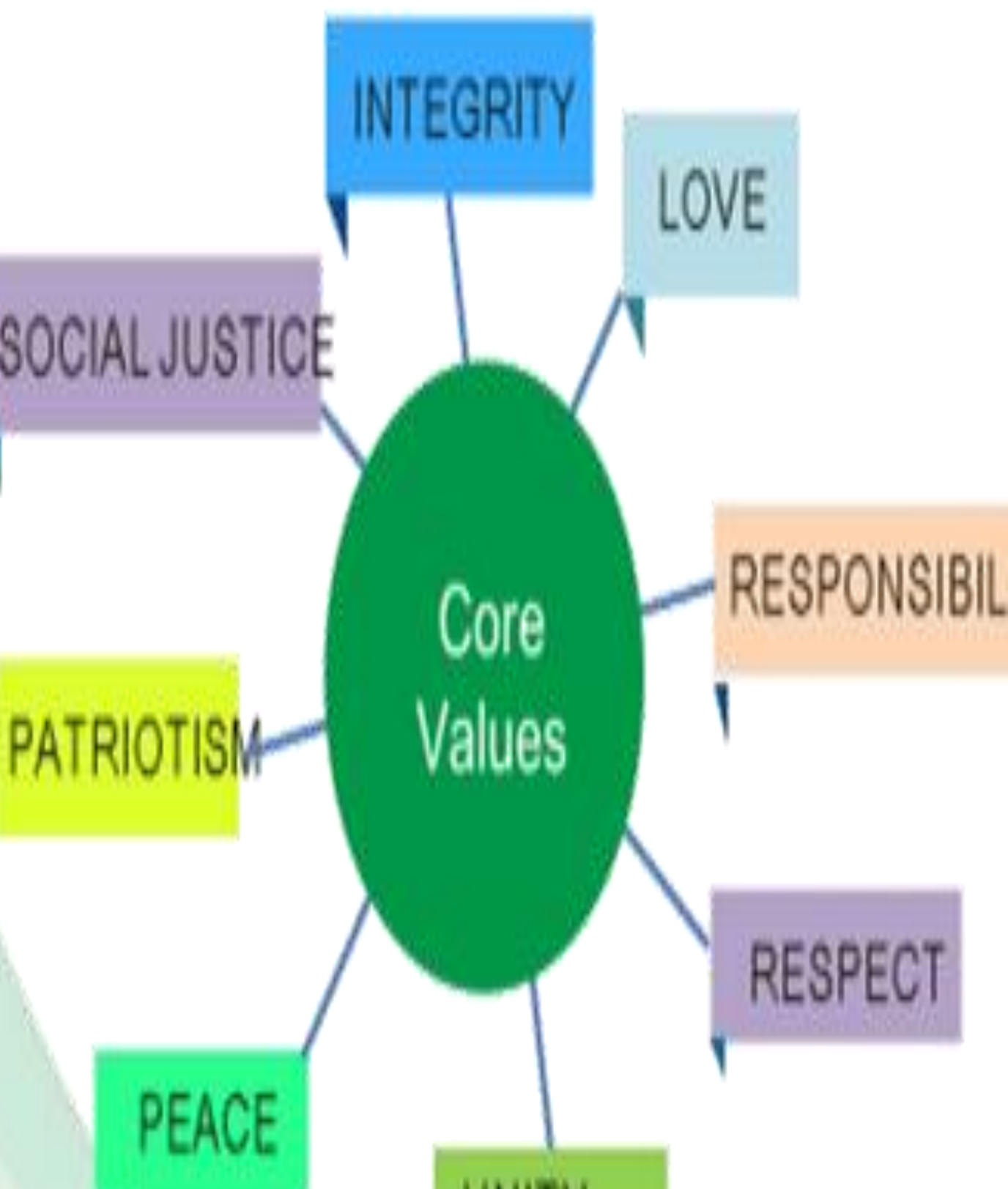
Grade 10

Grade 11

Grade 12

Formative Assessment and
National Assessment

Tertiary and Higher Education
3 Years





Communication and
Collaboration



Critical Thinking
and Problem
Solving



Digital
Literacy

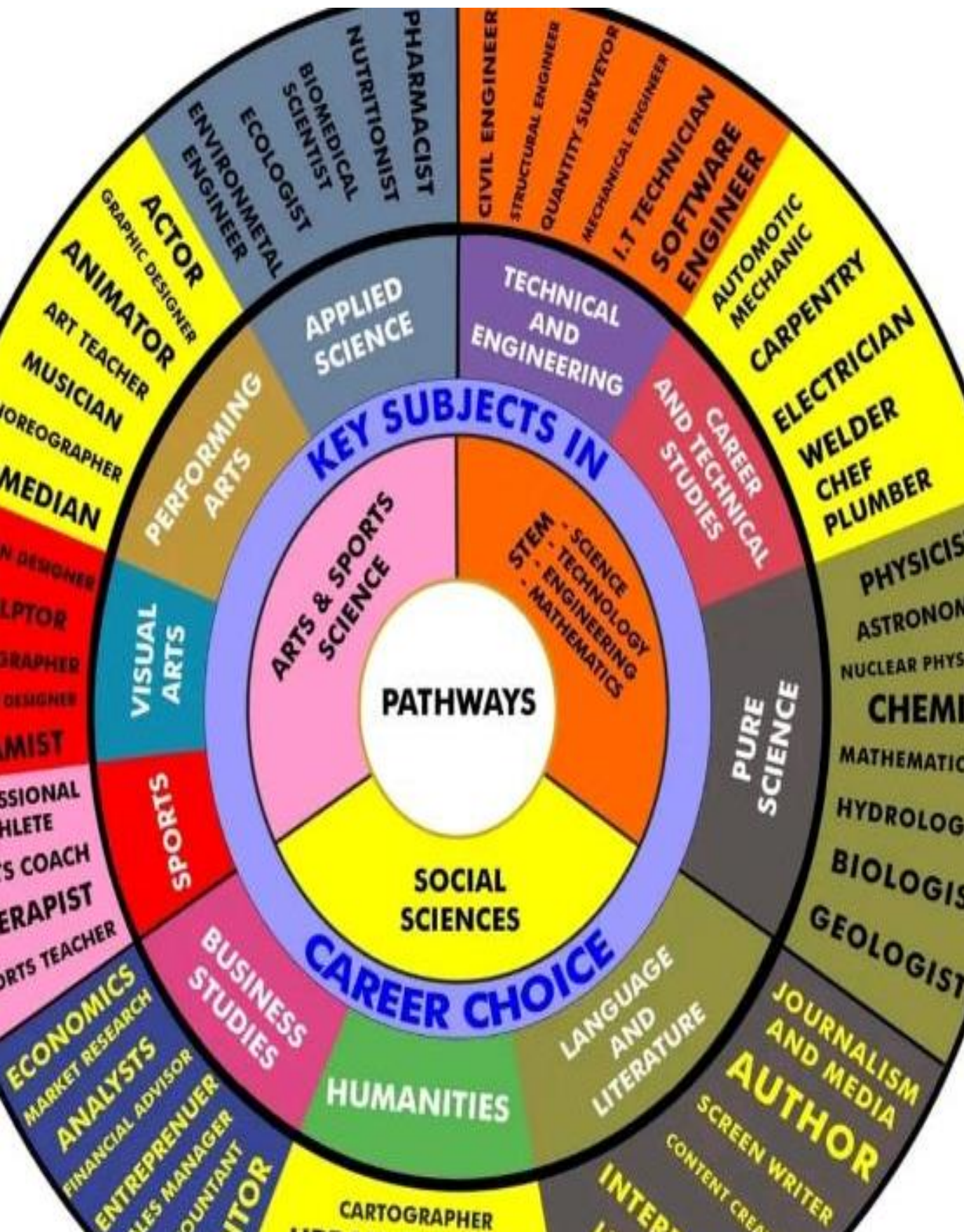


Imagination and
Creativity



Citizensh

Core competencies
tackled in the new
curriculum



NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. Promote the social, economic, technological and industrial needs for national development

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our

education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. Promote sound moral and religious values

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. Promote social equity and responsibility

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept

membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEARNING OUTCOMES FOR SENIOR SCHOOL

By the end of senior school, the learner should be able to:

1. Communicate effectively and utilize information and communication technology across varied contexts,
2. Apply mathematical, logical and critical thinking skills for problem solving,
3. Apply basic research and scientific skills to manipulate the environment and solve problems,
4. Exploit individual talents for leisure, self-fulfillment, career growth, further education and training,
5. Uphold national, moral and religious values and apply them in day-to-day life,
6. Apply and promote health care strategies in day-to-day life,
7. Protect, preserve and improve the environment for sustainability,
8. Demonstrate active local and global citizenship for harmonious co-existence,
9. Demonstrate appreciation of diversity in people and cultures,
10. manage pertinent and contemporary issues responsibly.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre- University/ Pre- career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of 15 to 18 years and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be engaged, empowered and ethical citizens ready to participate in the socio-economic development of the nation.

At this level, learners shall take SEVEN (07) learning areas (LAs) as recommended by the Presidential Working Party on Educational Reforms (PWPER). These shall comprise Four Compulsory learning areas, and Three learning areas opted for by the learner according to their chosen Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a differentiated curriculum in terms of scope, experiences and assessment. Such learners shall; therefore, take Advanced English or Kiswahili Kipevu with additional two lessons. It is recommended that AT LEAST TWO learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for ONE learning area from the chosen Pathway and a maximum of TWO learning areas from any of the three pathways; depending.

LIST OF LEARNING AREAS AT SENIOR SCHOOL

Compulsory Subjects	Science, Technology, Engineering & Mathematics (STEM)	Social Sciences	Arts &
1. English	5. Mathematics/Advanced Mathematics	22. Advanced English	36. Sp
2. Kiswahili/KSL	6. Biology	23. Literature in English	Rec
3. Community Service Learning	7. Chemistry	24. Indigenous Language	37. Phy
4. Physical Education	8. Physics	25. Kiswahili Kipevu/Kenya Sign Language	(C)
	9. General Science	26. Fasihi ya Kiswahili	38. Mu
	10. Agriculture	27. Sign Language	39. The
	11. Computer Studies	28. Arabic	40. Fin
	12. Home Science	29. French	
	13. Drawing and Design	30. German	
	14. Aviation Technology	31. Mandarin Chinese	
	15. Building and Construction	32. History and Citizenship	
	16. Electrical Technology	33. Geography	
	17. Metal Technology	34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education	
	18. Power Mechanics	35. Business Studies	
	19. Wood Technology		
	20. Media Technology*		
	21. Marine and Fisheries Technology*		

NB: ICT skills will be offered to all students to facilitate learning and enjoyment

LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "**free**" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

ESSENCE STATEMENT

Christian Religious Education is the study of God's self-revelation to people through personal experiences, the life and Ministry of Jesus Christ, the scriptures, creation and the Holy Spirit. The concepts taught at this grade build on what was learnt in Junior School. Christian Religious Education endeavours to equip the learner with knowledge, skills, values and attitudes for holistic development.

The values include; respect for self and others, responsibility, integrity, self-control, humility, obedience and holiness. The skills include praying, meditating and reflecting on scriptures, interpreting scriptures, self-awareness, self-esteem, assertiveness and decision making. Christian Religious Education therefore, seeks to produce a competent learner with good Christian character, able to cope with challenges in his or her daily life. This is in line with the National Goal of Education number(IV) which states that education should promote sound moral and religious values.

After Senior School the subject will facilitate the learner to further their education in various careers such as: law, Christian ministry, teaching, counselling, administrative coordinator, author, charity coordinator, child & youth worker, clergyperson, community center director, community developer, diplomat, entrepreneur, foreign service worker, lobbyist, media correspondent, mediator, missionary, non-profit administrator, Religious rights advocate, researcher or a social service worker.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of senior school, the learner should be able to:

1. Demonstrate an awareness of the love of God as the Sole Creator and Heavenly Father by being good stewards of His creation.
2. Analyse teachings in the Holy Bible for moral, spiritual and character development and growth.
3. Apply the teachings of Jesus Christ in their day to day lives to promote social equality and responsibility.
4. Evaluate contemporary social and moral issues which affect society and equip him or her with knowledge and skills to make informed decisions.
5. Develop requisite knowledge, skills, values and attitudes to further their studies in various career fields.
6. Utilize research and digital literacy skills in the learning of Christian Religious Education.
7. Appreciate the role of the church in promoting spiritual transformation and good citizenship.

SUMMARY OF STRANDS AND SUB STRANDS

1.0 THE OLD TESTAMENT

- 1.1 The Holy Bible
- 1.2 Methods of Studying the Bible
- 1.3 Redemption after the fall of Man
- 1.4 Stewardship over Creation
- 1.5 The Exodus
- 1.6 The Sinai Covenant
- 1.7 Loyalty to God (Elijah)
- 1.8 The Old Testament Prophecies
- 1.9.1 Background of Prophet Amos
- 1.9.2 Teachings of Prophet Amos

2.0 THE NEW TESTAMENT

- 2.1 The New Testament Books
- 2.2 Infancy and Early Life of Jesus Christ
- 2.3 Galilean Ministry
- 2.4 Paul's First Letter to the Corinthians

3.0 CHURCH IN ACTION

- 3.1 The Holy Spirit
- 3.2 The Gifts of the Holy Spirit
- 3.3 The Holy Trinity
- 3.4 Sacraments

4.0 CHRISTIAN LIVING TODAY

4.1 Christian Ethics

4.2 Human Rights (Non-discrimination)

4.3 Human Sexuality

4.4 Marriage and Family

4.5 Christian Response to Modern Science and Technology

STRAND 1.0 THE OLD TESTAMENT

SUBSTRAND 1.1 THE HOLY BIBLE

Lesson 1: The Bible as the Inspired Word of God

- **Introduction:** Begin by asking learners about their experiences with the Bible. Where have they encountered it? What do they know about it?
- **Brainstorming:** Facilitate a brainstorming session on the meaning of the word "inspired." Guide them to understand it as something influenced or guided by a divine power.
- **Explanation:** Explain that Christians believe the Bible is the inspired Word of God. This means that while human beings wrote the books, God guided their thoughts and words to communicate His truth to humanity. It's a unique partnership between God and human authors.
- **Scriptural Evidence:** Read and discuss the following Bible verses, encouraging learners to identify how they suggest divine inspiration:
 - ✓ **Psalm 119:160:** "The entirety of Your word is truth, and every one of Your righteous judgments endures forever." (Emphasize the comprehensive truthfulness of God's word.)
 - ✓ **Psalm 12:6:** "The words of the Lord are pure words, like silver refined in a furnace of clay, purified seven times." (Highlight the purity and perfection of God's words.)
 - ✓ **Isaiah 55:11:** "So shall My word be that goes forth from My mouth; it shall not return to Me void, but it shall accomplish what I please, and it shall prosper in the thing for which I sent it." (Focus on the power and effectiveness of God's word.)
 - ✓ **Jeremiah 1:9:** "Then the Lord put forth His hand and touched my mouth, and the Lord said to me: 'Behold, I have put My words in your mouth.'" (Illustrates direct divine intervention in giving words to a prophet.)
 - ✓ **(Optional) 2 Timothy 3:16-17:** "All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work." (Highlights the divine origin and practical purpose of Scripture.)
- **Activity:** Learners make notes on what they understand by "The Bible as the inspired Word of God" based on the discussion and the verses read.
- **Conclusion:** Reiterate the understanding that the Bible is not just a collection of human writings but God's message to humanity, conveyed through inspired individuals.

Lesson 2: Human Authors Inspired to Write the Holy Bible

- **Introduction:** Remind learners that while the Bible is divinely inspired, it was written by human beings.
- **Research:** Guide learners to search online or use library resources to identify some of the human authors of the Old Testament. Encourage them to note down the books they are traditionally credited with writing. Examples include:
 - ✓ **Moses:** First five books (Genesis, Exodus, Leviticus, Numbers, Deuteronomy)
 - ✓ **Joshua:** Book of Joshua
 - ✓ **Samuel:** Parts of 1 and 2 Samuel
 - ✓ **David:** Many Psalms
 - ✓ **Solomon:** Proverbs, Song of Songs, Ecclesiastes
 - ✓ **Various Prophets:** Isaiah, Jeremiah, Ezekiel, Daniel, Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi.
- **Discussion:** Discuss the backgrounds of some of these authors. What were their roles in society? (e.g., prophet, king, shepherd, priest). Emphasize that God chose people from diverse backgrounds to communicate His message.
- **The Role of Inspiration:** Reiterate that these human authors wrote under the inspiration of the Holy Spirit. Their individual personalities, experiences, and writing styles are evident, but their message was guided by God.
- **Activity:** Learners create a list of Old Testament authors they have researched and the books they wrote. They can also briefly describe the author's background or role.
- **Conclusion:** Emphasize that God worked through real people in specific historical contexts to produce the Old Testament scriptures.

Lesson 3: Organisation of the Old Testament Books

- **Introduction:** Explain that the Old Testament is a collection of 39 books organized into different categories based on their content and literary style.
- **Categorization:** Introduce the main categories of the Old Testament books using charts or flashcards:
 - ✓ **The Law (Pentateuch):** These are the first five books, laying the foundation of Israel's history, laws, and covenant with God. (Genesis, Exodus, Leviticus, Numbers, Deuteronomy)
 - ✓ **Historical Books:** These books narrate the history of the nation of Israel, from their entry into the Promised Land to their exile and return. (Joshua, Judges, Ruth, 1 & 2 Samuel, 1 & 2 Kings, 1 & 2 Chronicles, Ezra, Nehemiah, Esther)

- ✓ **Poetical and Wisdom Literature:** These books explore themes of wisdom, suffering, praise, and the relationship between humanity and God through poetry and wise sayings. (Job, Psalms, Proverbs, Ecclesiastes, Song of Songs)
- ✓ **Prophetic Books:** These books contain the messages and warnings of God spoken through prophets to the people of Israel and Judah. They are further divided into:
 - **Major Prophets:** (Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel) - Called "major" due to the length of their books.
 - **Minor Prophets:** (Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi) - Called "minor" due to the shorter length of their books.
- **Activity 1 (Chart/Flashcards):** Use visual aids to clearly display the categories and the books within each category. Discuss the general themes covered in each category.
- **Activity 2 (Jigsaw Puzzle):** Create a jigsaw puzzle with the names of the Old Testament books. Learners work together to sort them into the correct categories.
- **Conclusion:** Emphasize the importance of understanding the organization of the Old Testament to better grasp its content and message.

Lesson 4: Literary Forms Used in Writing the Bible

- **Introduction:** Explain that the Bible is not written in a single style but employs various literary forms to communicate its message effectively.
- **Identifying Literary Forms:** Guide learners to list different types of writing they encounter in everyday life (e.g., stories, poems, laws, letters, songs, proverbs, historical accounts).
- **Biblical Literary Forms:** Introduce and describe the common literary forms found in the Old Testament:
 - ✓ **Narrative:** Stories that recount historical events, often with a theological purpose (e.g., the creation story, the story of Abraham, the Exodus).
 - ✓ **Law:** Collections of rules and regulations governing religious, social, and moral life (e.g., the laws in Exodus and Deuteronomy).
 - ✓ **Poetry:** Expressive language using rhythm, imagery, and figurative language to convey emotions, praise, and wisdom (e.g., Psalms, Song of Songs, Lamentations).
 - ✓ **Prophecy:** Messages from God delivered through prophets, often including warnings, encouragement, and visions (e.g., the books of Isaiah, Jeremiah, Amos).
 - ✓ **Wisdom Literature:** Sayings, proverbs, and reflections on how to live a wise and righteous life (e.g., Proverbs, Ecclesiastes).
 - ✓ **Genealogy:** Lists of ancestors, often used to trace lineage and highlight important figures (e.g., the genealogies in Genesis and Chronicles).

- ✓ **Parables:** Short stories used to illustrate a moral or spiritual lesson (more common in the New Testament but some elements can be found in the Old Testament).
- **Activity 1 (Chart/PowerPoint):** Learners work individually or in groups to describe each literary form and provide examples of books or passages where it is prominently used. They can present their findings on a chart or using PowerPoint slides.
- **Activity 2 (Poster):** Learners create a poster showcasing the different literary forms used in the Bible, with brief descriptions and examples of relevant books in each category.
- **Conclusion:** Highlight that recognizing the different literary forms helps in interpreting the Bible accurately, as each form has its own conventions and purpose.

Lesson 5: Utilizing the Poetic Form: Songs from the Book of Psalms

- ✓ **Introduction:** Focus on the poetic form and its significance in the Old Testament, particularly in the Book of Psalms. Explain that Psalms are songs and prayers expressing a wide range of human emotions and experiences in relation to God.
- ✓ **Characteristics of Hebrew Poetry:** Briefly introduce some key characteristics of Hebrew poetry (without going into excessive detail):
 - **Parallelism:** The repetition or contrasting of ideas in successive lines.
 - **Synonymous Parallelism:** The second line repeats the thought of the first line in different words (e.g., Psalm 19:1: "The heavens declare the glory of God; the skies proclaim the work of his hands.").
 - **Antithetic Parallelism:** The second line expresses the opposite idea of the first line (e.g., Proverbs 10:1: "A wise son brings joy to his father, but a foolish son brings grief to his mother.").
 - **Synthetic Parallelism:** The second line adds to or develops the thought of the first line (e.g., Psalm 23:1: "The Lord is my shepherd; I shall not want.").
 - **Imagery and Figures of Speech:** The use of vivid language to create mental pictures and convey deeper meaning (e.g., metaphors, similes).
- ✓ **Activity:**
 - **Reading Psalms:** Provide learners with copies of various Psalms (e.g., Psalm 23, Psalm 100, Psalm 121).
 - **Analysis:** Guide them to identify examples of parallelism and imagery in the selected Psalms.
 - **Song Presentation:** Instruct learners to choose one of the Psalms and present it as a song. They can be creative in their presentation (e.g., singing, acting out the verses, creating a simple melody). Encourage them to consider the emotions and message conveyed in the Psalm.
- ✓ **Acknowledgement:** Facilitate a discussion on how the Psalms demonstrate the power and beauty of the poetic form in expressing faith, praise, lament, and trust in

God. Reinforce the understanding that the Bible, in its various forms, is the inspired word of God that speaks to the human heart.

- ✓ **Conclusion:** Emphasize the value of engaging with the poetic sections of the Bible, particularly the Psalms, as a way to connect with God on an emotional and spiritual level. Learners should acknowledge that the diverse literary forms within the Bible all contribute to its being the inspired word of God.

SUB-STRAND 1.2: METHODS OF STUDYING THE HOLY BIBLE (8 Lessons)

Lesson 1: Sharing Experiences and Brainstorming Study Methods

- **Introduction:** Begin by asking learners to pair up and discuss their personal experiences (if any) of reading the Bible. What challenges or insights have they encountered?
- **Sharing:** Facilitate a class discussion where pairs share some of their experiences. Encourage a respectful and open atmosphere.
- **Brainstorming:** Lead a brainstorming session on different ways one can approach studying any book, including the Bible. Prompt them with questions like:
 - ✓ What do you do when you want to understand a school textbook better?
 - ✓ How do you learn about a historical figure?
 - ✓ How do you appreciate a piece of literature?
- **Initial List:** Compile a preliminary list of potential Bible study methods based on the learners' suggestions.
- **Transition:** Explain that there are established methods specifically designed for studying the Bible effectively.

Lesson 2 & 3: Exploring Five Methods of Studying the Bible (Research and Presentation)

- **Introduction:** Inform learners that they will now research specific methods of studying the Bible.
- **Research Activity:** Divide the class into five groups. Assign each group one of the following methods to research using the internet or library resources:
 1. **Devotional Method:** Focuses on personal reflection, prayer, and application of a short passage to one's life.
 2. **Topical Method:** Studies what the Bible says about a specific subject by looking at various verses related to that topic.
 3. **Character Study (Biographical Method):** Examines the life and actions of a particular biblical character to learn from their examples (both positive and negative).

4. **Verse-by-Verse (Expository) Method:** Involves a detailed examination of each verse in a specific passage or book, considering its context, meaning, and implications.
 5. **Inductive Method:** A careful and systematic approach that involves observation (what does the text say?), interpretation (what does it mean?), and application (how does it apply to my life?).
- **Research Guidelines:** Provide each group with guidelines for their research, including:
 - ✓ A clear definition of the method.
 - ✓ Steps involved in using the method.
 - ✓ Strengths and limitations of the method.
 - ✓ Examples of how this method can be applied to specific Bible passages.
 - ✓ **Presentation Preparation:** Instruct each group to prepare a presentation (using posters, short skits, or digital slides) to explain their assigned method to the rest of the class.
 - ✓ **Presentations:** In the subsequent lesson, each group presents their findings. Encourage questions and discussions after each presentation.
 - ✓ **Summary:** As a class, create a summarized list of the five methods, highlighting the key aspects of each.

Lesson 4: Examining the Benefits of Studying the Holy Bible (Interview and Discussion)

- **Introduction:** Emphasize the importance of understanding *why* we study the Bible.
- **Interview Preparation:** Arrange for a resource person (Pastor, Priest, Chaplain, or a knowledgeable layperson) to be interviewed, either in person or virtually. Prepare a list of questions for the interview focusing on the benefits of studying the Bible. Possible questions include:
 - ✓ What are the spiritual benefits of reading the Bible?
 - ✓ How does studying the Bible help in understanding God?
 - ✓ How can the Bible guide us in our daily lives?
 - ✓ What are the benefits of studying the Bible as a community?
 - ✓ How can the Bible help us overcome challenges?
- **Interview Session:** Conduct the interview, ensuring all learners are attentive and have opportunities to ask clarifying questions.
- **Note-Taking:** Learners take notes during the interview, focusing on the key benefits mentioned by the resource person.
- **Class Discussion:** After the interview, facilitate a class discussion based on the notes taken. Encourage learners to share which benefits resonated with them the most and why.

- **Personal Reflection:** Ask learners to reflect on how studying the Bible might impact their own lives.

Lesson 5 & 6: Applying the Inductive Bible Study Method

- **Introduction:** Explain the inductive method in detail, emphasizing its three key steps:
 - ✓ **Observation:** Carefully reading the text and noting down everything you see. Ask questions like: Who? What? When? Where? How? What words or phrases are repeated? What are the main ideas? What are the connections between different parts of the text?
 - ✓ **Interpretation:** Determining the meaning of the text. Ask questions like: What did the author mean by this? What was the original context? Are there any cultural or historical factors to consider? How do different parts of the passage relate to each other?
 - ✓ **Application:** Discovering how the meaning of the text applies to your life today. Ask questions like: What does this passage teach me about God, humanity, or myself? How should this truth affect my thoughts, attitudes, and actions? What changes should I make in my life based on this passage?
- **Group Activity 1 (Matthew 13:44-46):** Divide the class into small groups and guide them to apply the inductive method to Matthew 13:44-46 (The Parables of the Hidden Treasure and the Pearl of Great Price). Provide guiding questions for each step:
 - ✓ **Observation:** What are the key elements in each parable? What actions do the men take? What is being compared to the treasure and the pearl? What is the cost involved?
 - ✓ **Interpretation:** What do the treasure and the pearl likely represent? What does the men's willingness to sell everything suggest about the value of what they found? What is the main point Jesus is trying to make in these parables?
 - ✓ **Application:** What "treasure" or "pearl of great price" has God offered us? What are we willing to sacrifice for it? How does this passage challenge our priorities?
- **Group Activity 2 (Romans 8:28-32):** Repeat the process with Romans 8:28-32 (God's Love and Purpose). Guiding questions:
 - ✓ **Observation:** What does verse 28 say God does? Who are "those who love God"? What is meant by "called according to his purpose"? What is the sequence of events described in verses 29-30? What question is asked in verse 31? What does verse 32 emphasize?
 - ✓ **Interpretation:** What does it mean that God works "all things together for good"? For whom is this true? What is God's ultimate purpose for believers? What does the fact that God did not spare his own Son tell us about his love?
 - ✓ **Application:** How does the truth of these verses bring comfort and hope in difficult times? How should this understanding affect our trust in God? How does God's love motivate us?

- **Reflection Notes:** After each group activity, instruct learners to individually write reflection notes on what they learned from the passage and how they can apply it to their own lives.

Lesson 7: Utilising the Biography Method (Book of Jonah)

- **Introduction:** Introduce the biographical method as a way to learn from the lives of biblical characters. Explain that the Book of Jonah provides a rich opportunity for this.
- **Reading the Book of Jonah:** Ensure all learners have read the entire Book of Jonah. This can be done as homework prior to the lesson or during class time.
- **Character Analysis:** Guide learners to focus on the character of Jonah. Ask questions to prompt their analysis:
 - ✓ What do we learn about Jonah's initial reaction to God's command?
 - ✓ What actions does Jonah take? What do these actions reveal about his character?
 - ✓ How does Jonah behave on the ship?
 - ✓ What happens to Jonah in the belly of the big fish? How does he respond?
 - ✓ How does Jonah react to the salvation of Nineveh? What does this reveal about his attitude?
 - ✓ What lessons can we learn from Jonah's obedience and disobedience?
 - ✓ What are Jonah's strengths and weaknesses as portrayed in the book?
 - ✓ How does God interact with Jonah throughout the story? What does this tell us about God's character?
- **Writing a Biography:** Instruct learners to write a biography of Jonah based on their study of the book. The biography should include:
 - ✓ An introduction to Jonah and his role as a prophet.
 - ✓ A chronological account of the key events in his life as described in the book.
 - ✓ An analysis of his character, highlighting his strengths, weaknesses, and motivations.
 - ✓ Lessons that can be learned from Jonah's life and experiences.
- **Sharing (Optional):** Allow learners to share their biographies in small groups or with the whole class.

Lesson 8: Desire for Daily Reading and Spiritual Growth (Reflection and Commitment)

- **Introduction:** Emphasize that studying the Bible is not just an academic exercise but a vital practice for spiritual growth.
- **Concordance/Encyclopaedia/Online Sources Activity:** Divide learners into groups and assign them the task of using a Bible Concordance, Encyclopaedia, or online Bible resources to search for verses on the themes of "integrity" and "purity."

- **Note-Taking and Presentation:** Each group should find several relevant verses, make notes on what these verses teach about integrity and purity, and prepare a brief presentation for the class.
- **Reflection Journal:** Introduce the idea of a daily reflection journal on scriptures. Explain that this is a way to engage with God's word regularly and reflect on its impact.
- **Journal Prompts:** Provide learners with some prompts to guide their journal entries:
 - ✓ What scripture did I read today?
 - ✓ What stood out to me in this scripture?
 - ✓ What does this scripture teach me about God, myself, or others?
 - ✓ How can I apply this scripture to my life today?
 - ✓ What questions do I have about this scripture?
 - ✓ How did this scripture make me feel?
- **Commitment to Daily Reading:** Encourage learners to make a personal commitment to reading a portion of the Bible daily. Emphasize that even a small amount of regular reading can lead to significant spiritual growth.
- **Sharing (Optional):** If learners are comfortable, invite them to share how daily Bible reading has impacted their lives (or their hopes for how it will impact them).
- **Conclusion:** Reiterate the importance of developing a consistent habit of studying the Bible for personal growth and a deeper relationship with God. Encourage them to utilize the various methods they have learned.

SUB-STRAND 1.3: REDEMPTION AFTER THE FALL OF MAN (10 Lessons)

Lesson 1: Understanding Redemption

- **Introduction:** Begin by asking learners what comes to their mind when they hear the word "redemption."
- **Defining Redemption:** Guide learners to use a Bible dictionary to find the meaning of "redemption." Discuss the various aspects of the definition, such as:
 - ✓ **To buy back:** Suggesting a price was paid.
 - ✓ **To rescue or deliver:** Implying a state of bondage or danger.
 - ✓ **To set free:** Indicating liberation from captivity.
 - ✓ **To restore:** Hinting at a loss that is recovered.
- **Connecting to the Fall:** Explain that the concept of redemption becomes significant because of an event known as "the fall of man." This event introduced sin and its consequences into the relationship between God and humanity.

Lesson 2 & 3: The Origin of Sin (Genesis 3)

- **Introduction:** Introduce the story of the creation of humanity and the initial state of innocence in the Garden of Eden.

- **Reading Genesis 3:** Guide learners to read Genesis chapter 3 carefully.
- **Analyzing the Narrative:** Facilitate a discussion focusing on the following aspects:
 - ✓ **The Serpent:** Its cunning nature and deceptive tactics. How did it question God's word? What did it promise?
 - ✓ **Eve:** Her interaction with the serpent, her doubts, and her eventual disobedience. What motivated her to eat the forbidden fruit?
 - ✓ **Adam:** His role in the disobedience. Why did he eat the fruit? What was his responsibility?
 - ✓ **The Act of Disobedience:** What was the specific command that was broken? What does this reveal about God's authority and humanity's freedom?
- **Identifying the Origin of Sin:** Lead learners to understand that sin originated from:
 - ✓ **Doubt in God's Word:** The serpent sowed seeds of doubt about God's goodness and truthfulness.
 - ✓ **Disobedience to God's Command:** Humanity chose to go against God's clear instruction.
 - ✓ **Desire for What Was Forbidden:** A temptation arose to have what God had withheld.
 - ✓ **Influence of External Temptation:** The serpent played a significant role in leading Eve astray.

Lesson 4 & 5: The Consequences of Sin (Genesis 3 and Beyond)

- **Review:** Briefly recap the story of the fall.
- **Analyzing the Consequences (Genesis 3):** Guide learners to identify the immediate and long-term consequences of sin as described in Genesis 3:
 - ✓ **Shame and Guilt:** Adam and Eve became aware of their nakedness and hid from God.
 - ✓ **Fear and Alienation from God:** Their relationship with God was broken, leading to fear.
 - ✓ **Broken Harmony in Relationships:** Tension arose between Adam and Eve, and between humanity and nature.
 - ✓ **Pain in Childbearing (for Eve):** A consequence specific to the woman.
 - ✓ **Hardship in Work (for Adam):** The ground would now yield its produce with difficulty.
 - ✓ **Physical Death:** The introduction of mortality.
 - ✓ **Expulsion from the Garden of Eden:** Loss of paradise and direct communion with God.
- **Exploring Further Consequences (Other Passages):** Discuss how sin continued to manifest and its wider consequences as seen in other Old Testament narratives:
 - ✓ **Genesis 4:1-15 (Cain and Abel):** Jealousy, anger, and murder – the breakdown of brotherly love.

- ✓ **Genesis 11:1-9 (Tower of Babel):** Pride, rebellion against God's plan, and the division of humanity.
- ✓ **Genesis 6:1-14, 17-18 (Noah's Flood):** Widespread wickedness and corruption leading to divine judgment.
- **General Consequences of Sin:** Summarize the broader consequences of sin:
 - ✓ **Separation from God (Spiritual Death):** The primary consequence, breaking the relationship.
 - ✓ **Moral Corruption:** The tendency towards evil and unrighteousness.
 - ✓ **Suffering and Pain:** Physical, emotional, and relational struggles.
 - ✓ **Social Disorder:** Conflict, injustice, and breakdown of community.
 - ✓ **Physical Death:** The ultimate earthly consequence.

Lesson 6 & 7: God's Plan of Salvation After the Fall

- **Introduction:** Emphasize that even after humanity's disobedience, God did not abandon them but initiated a plan of salvation, demonstrating His love and mercy.
- **Initial Acts of Grace (Genesis 3):** Point out the early signs of God's redemptive plan in Genesis 3:
 - ✓ **God Seeking Adam and Eve:** Despite their hiding, God took the initiative to find them.
 - ✓ **Questioning and Holding Them Accountable:** God addressed them directly, giving them an opportunity to confess.
 - ✓ **The Promise of the Seed (Genesis 3:15):** This is considered the first hint of the gospel – a future descendant of the woman who would defeat the serpent (symbolically referring to Jesus Christ).
 - ✓ **Providing Garments of Skin:** An act of care and provision, symbolizing God's covering of their sin.
- **Three Steps to God's Redemptive Work (New Testament Perspective):** Introduce key New Testament verses that highlight the core of God's redemptive plan fulfilled in Jesus Christ:
 - ✓ **John 1:14:** "The Word became flesh and made his dwelling among us. We have seen his glory, the glory of the one and only Son, who came from the Father, full of grace and truth." (God became a man named Jesus Christ – Incarnation).
 - ✓ **Colossians 1:13-14:** "For he has rescued us from the dominion of darkness and brought us into the kingdom of the Son he loves, in whom we have redemption, the forgiveness of sins." (Jesus Christ died on the cross to redeem us – Atonement).
 - ✓ **1 Corinthians 15:45:** "So it is written: 'The first man Adam became a living being'; the last Adam, a life-giving spirit." (Connecting Jesus as the "last Adam" who brings life through his resurrection).

- ✓ **Isaiah 63:5:** "I looked, but there was no one to help, I was appalled that no one gave support; so my own arm achieved salvation for me, and my own wrath sustained me." (Emphasizes God's initiative in salvation).
- ✓ **2 Peter 3:9:** "The Lord is not slow in keeping his promise, as some understand slowness. Instead he is patient with you, not wanting anyone to perish, but everyone to come to repentance." (Highlights God's desire for all to be saved).
- ✓ **Ephesians 1:7:** "In him we have redemption through his blood, the forgiveness of sins, in accordance with the riches of God's grace." (Redemption through Christ's sacrifice).
- **Explanation of the Three Steps:** Discuss each step in detail:
 - ✓ **Incarnation:** God, in His love, took on human form in the person of Jesus Christ to identify with humanity and bridge the gap created by sin.
 - ✓ **Atonement (Death on the Cross):** Jesus' death on the cross was the ultimate sacrifice, paying the penalty for humanity's sin and reconciling us to God. "Redemption through his blood" signifies the cost of our freedom from sin.
 - ✓ **Resurrection:** Jesus' resurrection from the dead conquered sin and death, offering the promise of eternal life to those who believe. He became the "life-giving spirit," offering new life.

Lesson 8 & 9: Christian Responses to God's Redemptive Work

- **Introduction:** Explain that God's redemptive work calls for a response from humanity.
- **Pair Discussion (John 12:24-25):** Have learners read John 12:24-25 ("Very truly I tell you, unless a kernel of wheat falls to the ground and dies, it remains only a single seed. But if it dies, it produces many seeds. Anyone who loves their life will lose it, while anyone who hates their life in this world will keep it for eternal life.") Discuss how this passage illustrates the principle of sacrifice and surrender in following Christ.
- **Brainstorming Christian Responses:** Facilitate a class brainstorming session on how Christians should respond to God's redemptive work. Guide them to think about different aspects of their lives.
- **Categorizing Responses:** Organize the brainstormed ideas into categories, such as:
 - ✓ **Faith and Belief:** Accepting Jesus Christ as Lord and Savior, trusting in His sacrifice for forgiveness.
 - ✓ **Repentance:** Turning away from sin and seeking God's forgiveness.
 - ✓ **Gratitude and Thankfulness:** Expressing appreciation for God's love and sacrifice through worship, prayer, and praise.
 - ✓ **Obedience:** Striving to live according to God's commands and teachings.
 - ✓ **Love for God and Others:** Reflecting God's love in our relationships with others, showing compassion and forgiveness.

- ✓ **Service and Witness:** Sharing the good news of redemption with others and serving God in various ways.
- ✓ **Living a Transformed Life:** Allowing God's grace to change our character and behavior.
- ✓ **Sacrifice and Self-Denial:** Being willing to put God's will and the needs of others before our own desires (as suggested in John 12:24-25).
- ✓ **Hope and Perseverance:** Looking forward to the fullness of redemption in eternal life and persevering in faith despite challenges.
- **Presentation (Charts/PowerPoint):** Learners work in pairs to create charts or PowerPoint slides summarizing the different ways Christians respond to God's redemptive work, providing brief explanations and relevant Bible verses.

Lesson 10: Embracing God's Redemptive Work in Daily Life

- **Review:** Briefly recap God's redemptive plan and the expected Christian responses.
- **Personal Reflection (John 3:16):** Have learners read and reflect on John 3:16 ("For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life."). Emphasize the depth of God's love and the invitation to believe.
- **Composing Songs:** In groups, learners compose songs expressing God's love for humankind and their personal response to His redemptive work. Encourage creativity and heartfelt expression.
- **Personal Reflection Journal:** Instruct learners to write a personal reflection journal entry on how they can actively embrace God's redemptive work in their day-to-day lives. Prompt them with questions like:
 - ✓ How can I show gratitude for God's love today?
 - ✓ What sins do I need to repent of?
 - ✓ How can I love and serve others as Christ loved?
 - ✓ What steps can I take to grow in my faith?
 - ✓ How can I share God's love with those around me?
- **Desire for God's Word:** Encourage learners to cultivate a desire to know God more through His Word and to allow His redemptive work to transform their lives from the inside out.
- **Conclusion:** Emphasize that God's redemptive work is an ongoing process in the lives of believers, requiring a continuous response of faith, obedience, and love.

SUB-STRAND 1.4 STEWARDSHIP OVER CREATION (8 lessons)

Lesson 1: Defining Good Stewardship

- **Introduction:** Begin by asking learners what the word "steward" or "stewardship" means to them in everyday language.

- **Using a Bible Dictionary:** Guide learners to use a Bible dictionary to find the specific meaning of "stewardship" in a biblical context. Discuss the key elements of the definition, such as:
 - ✓ **Management:** The act of overseeing and directing something that belongs to another.
 - ✓ **Responsibility:** The obligation to care for and be accountable for what has been entrusted.
 - ✓ **Trusteeship:** Holding something in trust, not as an owner but as someone responsible for its well-being.
- **Defining "Good Stewardship":** Based on the dictionary definition and initial thoughts, collaboratively define "good stewardship" in the context of creation. Emphasize that it involves responsible and careful management of God's creation, recognizing that it ultimately belongs to Him.
- **Sharing Experiences:** Encourage learners to share any experiences they have had (at home, school, church, or in the community) where they have seen or practiced good stewardship, whether related to resources, the environment, or other responsibilities.

Lesson 2: Biblical Basis for Stewardship (Genesis 1:26-28)

- **Introduction:** Explain that the concept of stewardship over creation is rooted in the very beginning of humanity's relationship with God as described in the book of Genesis.
- **Reading Genesis 1:26-28:** Guide learners to read Genesis 1:26-28 carefully.
- **Analyzing the Scripture:** Discuss the key points in these verses:
 - ✓ **"Let us make mankind in our image, in our likeness..." (verse 26):** This highlights humanity's unique position and value in God's creation, reflecting His attributes.
 - ✓ **"...and let them rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground." (verse 26):** This indicates God's delegation of authority and responsibility to humanity over the rest of creation. The word "rule" implies responsible care and management, not exploitation.
 - ✓ **"God blessed them and said to them, 'Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.'" (verse 28):** The command to "subdue" and "rule" should be understood within the context of God's blessing and the inherent value of creation. It implies responsible development and care, not destruction.
- **Making Notes:** Learners make notes on their understanding of God's mandate to humanity in these verses regarding creation.

Lesson 3: Biblical Basis for Stewardship (Genesis 2:15-16)

- **Review:** Briefly remind learners of the discussion on Genesis 1:26-28.
- **Reading Genesis 2:15-16:** Guide learners to read Genesis 2:15-16.
- **Analyzing the Scripture:** Discuss the key points in these verses:
 - ✓ **"The Lord God took the man and put him in the Garden of Eden to work it and take care of it." (verse 15):** This verse explicitly states humanity's role as caretakers and cultivators of God's creation. "Work it" suggests responsible use of resources, and "take care of it" emphasizes the responsibility for its preservation and well-being.
 - ✓ **"And the Lord God commanded the man, 'You are free to eat from any tree in the garden; but you must not eat from the tree of the knowledge of good and evil, for when you eat from it you will certainly die.'" (verse 16-17):** While primarily about obedience, this also highlights God's ownership and boundaries within creation. Humanity was given freedom but also responsibility and accountability.
- **Connecting to Stewardship:** Discuss how this passage further clarifies humanity's role as stewards – those entrusted with the care and responsible use of God's creation.
- **Making Notes:** Learners add to their notes, focusing on the specific responsibilities highlighted in Genesis 2:15-16.

Lesson 4: Principles of Good Stewardship

- **Introduction:** Explain that the scriptures provide underlying principles that guide good stewardship.
- **Brainstorming Application:** In groups, learners brainstorm ways to apply the concepts from Genesis 1:26-28 and 2:15-16 in their daily activities, chores, and studies. For example:
 - ✓ **"Rule/Take care":** How can we care for our school environment? How can we use resources responsibly at home? How can we manage our time effectively as students?
 - ✓ **"Subdue/Work it":** How can we use our talents and skills to improve our community? How can we approach our studies with diligence and effort?
- **Identifying Four Principles:** Guide the discussion to deduce four key principles of good stewardship:
 1. **Ownership Belongs to God:** Recognizing that God is the ultimate owner of all creation, and we are merely caretakers.
 2. **Responsibility Entrusted to Humanity:** Understanding that God has given us the duty to care for and manage His creation responsibly.
 3. **Accountability to God:** Knowing that we will be held accountable for how we have managed what has been entrusted to us.
 4. **Benefit for All Creation:** Acting in ways that promote the well-being and sustainability of all aspects of creation, not just for our own immediate benefit.

- **Discussion:** Discuss each principle in detail, using examples from the scriptures and daily life.

Lesson 5 & 6: Qualities of Good Stewardship

- **Introduction:** Explain that good stewardship is not just about actions but also about the character and attitude with which we approach our responsibilities.
- **Brainstorming Qualities:** Ask learners to brainstorm qualities they think are important for someone who is a good steward.
- **Using Bible Resources:** Guide learners to use a Bible Concordance or Encyclopaedia to find verses that relate to the following qualities of good stewardship:
 - ✓ **Selflessness:** Putting the needs of creation and others before our own selfish desires (e.g., Philippians 2:3-4).
 - ✓ **Humility:** Recognizing our place as caretakers and not owners, acknowledging God's ultimate authority (e.g., Micah 6:8).
 - ✓ **Wisdom:** Using knowledge and understanding to make sound decisions about the use and preservation of resources (e.g., Proverbs 3:19-20).
 - ✓ **Long-suffering (Patience):** Persevering in the work of stewardship even when it is challenging or the results are not immediate (e.g., Galatians 6:9).
 - ✓ **Forbearing (Tolerance):** Showing understanding and restraint in our interactions with creation and others (e.g., Colossians 3:13).
 - ✓ **Cheerful Giver:** Willingness to share resources, time, and effort for the benefit of creation and others (e.g., 2 Corinthians 9:7).
- **Verse Analysis:** Discuss the verses found for each quality, explaining how they relate to good stewardship.
- **Modeling Qualities:** Encourage learners to reflect on how they can cultivate these qualities in their daily lives.

Lesson 7: Expressing Stewardship Through Poetry

- **Introduction:** Explain that poetry can be a powerful way to express our understanding and commitment to important values.
- **Group Activity: Composing a Poem:** Divide learners into groups and instruct them to compose a poem on the theme of good stewardship over creation. Encourage them to incorporate the principles and qualities discussed in previous lessons. The poem can address:
 - God's creation and its beauty.
 - Humanity's role and responsibility.
 - The importance of caring for the environment.
 - The qualities of a good steward.
 - The impact of good or bad stewardship.

- **Recitation:** Allow each group to recite their poem to the class. Provide constructive feedback and appreciation for their efforts.

Lesson 8: Documenting Good Stewardship in Daily Life

- **Introduction:** Emphasize that good stewardship is not just a theoretical concept but a practical way of living.
- **Using a Diary:** Instruct learners to use a diary for a specific period (e.g., one week) to document how they exercise good stewardship in their daily activities. Encourage them to record specific actions related to:
 - ✓ **Resource Management:** Saving water and electricity, reducing waste, using materials responsibly.
 - ✓ **Environmental Care:** Picking up litter, planting trees, caring for plants and animals.
 - ✓ **Personal Responsibilities:** Managing time effectively, caring for personal belongings, being responsible in their studies.
 - ✓ **Community Involvement:** Participating in environmental initiatives, helping others in need.
- **Reflection and Sharing (Optional):** After the documentation period, encourage learners to reflect on their experiences. In a class discussion or small groups, they can share some of the ways they practiced good stewardship and any challenges they faced.
- **Conclusion:** Reinforce the idea that good stewardship is a continuous practice that requires conscious effort and a commitment to valuing and caring for God's creation in all aspects of life.

SUB-STRAND 1.5 THE EXODUS

Lesson 1: The Call of Moses (Exodus 3:1-22)

- **Introduction:** Begin by introducing the historical context of the Exodus – the Israelites' slavery in Egypt and God's plan to deliver them.
- **Reading Exodus 3:1-22:** Guide learners to read Exodus chapter 3 carefully.
- **Dramatization:** Divide the class into groups and assign roles (Moses, the burning bush/God, perhaps some background Israelites). Instruct them to role-play the call of Moses based on the scripture. Encourage them to pay attention to:
 - ✓ The unusual sight of the burning bush that was not consumed.
 - ✓ God's initiative in calling Moses by name.
 - ✓ God's self-identification ("I am the God of your father, the God of Abraham, the God of Isaac, and the God of Jacob").
 - ✓ God's awareness of the Israelites' suffering.
 - ✓ God's plan to bring them out of Egypt to the Promised Land.

- ✓ Moses' initial reluctance and excuses.
- **Peer Critique:** After each group's performance, facilitate a peer critique session focusing on how accurately they portrayed the biblical account and the emotions of the characters.

Lesson 2: The Discourse Between God and Moses (Exodus 4:1-19)

- **Review:** Briefly recap the call of Moses from Exodus 3.
- **Reading Exodus 4:1-19:** Guide learners to read Exodus 4:1-19. Alternatively, they can watch a relevant video depicting these events.
- **Analyzing the Discourse:** Discuss the continued conversation between God and Moses, focusing on:
 - ✓ **Moses' Doubt and Objections:** His concern about the Israelites not believing him and his lack of eloquence.
 - ✓ **God's Responses and Reassurance:**
 - The signs given to Moses: the staff turning into a snake and back, his hand becoming leprous and then healed. Discuss the significance of these signs as demonstrations of God's power and confirmation of Moses' mission.
 - God's promise to be with Moses' mouth and teach him what to say.
 - The provision of Aaron as his spokesman.
 - ✓ **Lessons Learnt:** Guide learners to outline the lessons they can learn from this discourse about:
 - God's patience and understanding of human weakness.
 - God's provision and equipping those He calls.
 - The importance of obedience despite fear and doubt.
 - God's sovereignty and ability to work through imperfect people.
- **Using Bible Commentary:** Encourage learners to consult reputable Bible commentaries to gain deeper insights into the meaning and significance of this dialogue.

Lesson 3 & 4: The Ten Plagues (Exodus 7:14 - 11:10)

- **Introduction:** Explain that when Pharaoh refused to let the Israelites go, God sent a series of ten plagues upon Egypt to demonstrate His power and compel Pharaoh to obey.
- **Brainstorming the Meaning of "Plague":** Discuss the meaning of the word "plague" – a widespread affliction, calamity, or contagious disease.
- **Reading and Summarizing:** Divide the class into ten groups, assigning each group one of the ten plagues to research by reading the corresponding sections in Exodus (Exodus 7:14 – 11:10). Each group should summarize the details of their assigned plague.

- **Sketching/Drawing the Plagues:** In their groups, learners sketch or draw a visual representation of their assigned plague.
- **Showcasing and Describing:** Each group presents their sketch/drawing to the class and briefly describes the plague they researched.
- **Listing the Ten Plagues:** As a class, create a comprehensive list of the ten plagues in order:
 1. Water turned to blood
 2. Frogs
 3. Gnats (or lice)
 4. Flies
 5. Death of livestock
 6. Boils
 7. Hail
 8. Locusts
 9. Darkness
 10. Death of the firstborn

Lesson 5: Attributes of God from the Ten Plagues

- **Review:** Briefly list the ten plagues.
- **Identifying God's Attributes:** Guide learners to analyze each plague and identify the attributes of God that are revealed through them. Use charts or PowerPoint slides to record these attributes:
 - ✓ **Power/Omnipotence:** God's ability to control nature and bring about extraordinary events (evident in all plagues).
 - ✓ **Justice:** God's judgment on the oppression of the Israelites and the idolatry of Egypt.
 - ✓ **Sovereignty:** God's ultimate control over Pharaoh and the events that unfolded.
 - ✓ **Faithfulness:** God's commitment to His promise to deliver the Israelites.
 - ✓ **Knowledge/Omniscience:** God's awareness of the suffering of His people and His precise plan for deliverance.
 - ✓ **Holiness:** God's separation from and opposition to sin and injustice.
 - ✓ **Mercy (towards Israel):** God's protection of the Israelites from some of the plagues.
- **Discussion:** Discuss how each plague specifically demonstrates these attributes. For example, the severity and scope of each plague showcased God's immense power. The targeting of Egyptian gods through some plagues (e.g., the Nile god) demonstrated His sovereignty and judgment against false worship.

Lesson 6: The Passover and Foreshadowing of Christ's Atonement (Exodus 12:1-31)

- **Reading Exodus 12:1-31:** Guide learners to read the account of the institution of the Passover.
- **Making Notes on the Passover:** Learners make notes on the key elements of the Passover:
 - ✓ The instructions for each household to take a lamb.
 - ✓ The lamb had to be without blemish, a year old, male.
 - ✓ The lamb was to be slaughtered at twilight.
 - ✓ Its blood was to be applied to the doorframes of each house.
 - ✓ The Israelites were to eat the lamb with unleavened bread and bitter herbs.
 - ✓ This was to be a lasting ordinance, a memorial feast.
- **Defining Atonement:** Use a Bible dictionary to define "atonement" – the reconciliation between God and humanity through the sacrifice of Jesus Christ. Discuss the idea of making amends for sin.
- **Relating the Passover Lamb to Jesus Christ:** Guide learners to see the parallels between the Passover lamb and Jesus Christ:
 - ✓ **The Lamb without Blemish (Exodus 12:5, 1 Peter 1:18-19):** Symbolizes Jesus' sinless nature.
 - ✓ **The Sacrifice of the Lamb (Exodus 12:6, John 1:29):** Foreshadows Jesus' sacrificial death for the sins of the world. John the Baptist called Jesus "the Lamb of God who takes away the sin of the world."
 - ✓ **The Blood for Protection (Exodus 12:7, 13):** The blood of the lamb brought deliverance from death; similarly, Jesus' blood brings salvation and protection from God's judgment on sin.
 - ✓ **The Lamb Not Having Its Bones Broken (Exodus 12:46, John 19:36):** A specific detail that was also fulfilled in Jesus' crucifixion.
 - ✓ **The Passover Meal (Exodus 12:8, Luke 22:15):** Jesus' Last Supper was a Passover meal, where He instituted the new covenant in His blood.
- **Reflection Journal:** Learners write a reflection journal entry on how the Passover foreshadows Christ's atonement and its significance for Christians today.

Lesson 7: God's Care for the Israelites During the Exodus

- **Introduction:** Emphasize that God's deliverance of the Israelites was not just about bringing them out of Egypt but also about sustaining and caring for them on their journey.
- **Using a Bible Map:** Use a Bible map to locate the Red Sea and the general route of the Exodus.
- **Group Research and Presentation:** Divide the class into four groups, assigning each group one of the following ways God cared for the Israelites:
 - ✓ **The Crossing of the Red Sea (Exodus 14:5-31):** God's miraculous parting of the waters to provide a way of escape and His destruction of the pursuing Egyptian army.

- ✓ **Provision of Water (Exodus 15:22-27; 17:1-7):** God's provision of drinkable water at Marah (making bitter water sweet) and striking the rock at Horeb.
- ✓ **Provision of Manna and Quails (Exodus 16:1-36):** God's daily provision of food in the wilderness, demonstrating His sustenance.
- ✓ **Defeat of the Amalekites (Exodus 17:8-16):** God's help in battle through Moses' lifted hands and Joshua's leadership.
- **Group Work:** Each group reads the assigned passage, brainstorms the details of God's care, and makes notes for a presentation.
- **Presentations:** Each group presents their findings to the class.
- **Watching a Movie (Optional):** If resources allow, watching a reputable movie depicting the Exodus can help visualize God's care and power.

Lesson 8: Recognizing God's Power and Deliverance

- **Review:** Briefly summarize the key events of the Exodus – the plagues, the Passover, and God's provision in the wilderness.
- **Drawing/Sketching Miraculous Acts:** In groups, learners create drawings or sketches depicting God's miraculous acts during the Exodus (e.g., the burning bush, a plague, the parting of the Red Sea, manna falling from heaven).
- **Discussion:** Facilitate a discussion focusing on:
 - ✓ How the Exodus demonstrates God's immense power over nature and human rulers.
 - ✓ How God's actions reveal His love, faithfulness, and commitment to His people.
 - ✓ The significance of God's deliverance for the Israelites and its parallels to God's saving acts in the present day.
 - ✓ How the Exodus serves as a reminder of God's ability to bring freedom and hope in difficult circumstances.
- **Personal Application:** Encourage learners to reflect on times in their own lives or in the world where they can see God's power and desire for deliverance.
- **Conclusion:** Emphasize that the Exodus is a foundational story in the Old Testament that reveals God's character as a powerful deliverer who cares deeply for His people. It serves as a testament to His ability to overcome any obstacle and bring about salvation.

SUB-STRAND 1.6 THE SINAI COVENANT (8 lessons)

Lesson 1: Introduction to the Sinai Covenant

- **Review:** Briefly recap the Exodus story, leading up to the Israelites' arrival at Mount Sinai. Emphasize God's deliverance and their journey towards the Promised Land.

- **Brainstorming:** In groups, learners brainstorm what they understand by the term "covenant" in general (an agreement, a pact, a formal binding agreement between two or more parties).
- **Introducing the Sinai Covenant:** Explain that the Sinai Covenant was a special and significant agreement established between God and the people of Israel at Mount Sinai. It formed the basis of their relationship and their identity as God's chosen people.

Lesson 2: The Making of the Sinai Covenant (Exodus 19:3-24)

- **Reading Exodus 19:3-24:** Guide learners to read Exodus 19:3-24 carefully.
- **Discussion and Note-Taking:** Facilitate a discussion focusing on the key events in the making of the covenant:
 - ✓ **God's Initiative:** God calls Moses up the mountain and proposes the covenant.
 - ✓ **God's Promises:** God reminds Israel of what He has done for them (delivering them from Egypt) and promises to make them His treasured possession, a holy nation, and a kingdom of priests *if* they obey His voice and keep His covenant.
 - ✓ **Israel's Response:** The people respond with a unified "All that the Lord has spoken we will do." This signifies their initial willingness to enter into the agreement.
 - ✓ **Preparation for God's Presence:** God instructs Moses to have the people consecrate themselves (wash their clothes and abstain from sexual relations) in preparation for His holy presence.
 - ✓ **The Theophany (Manifestation of God):** Describe the dramatic scene at Mount Sinai – thunder, lightning, a thick cloud, a very loud trumpet blast, and the mountain quaking. This emphasized the power and holiness of God.
 - ✓ **Setting Boundaries:** God commands Moses to set boundaries around the mountain to prevent the people from breaking through and perishing, highlighting the need for reverence and respect for God's holiness.
- **Watching a Video (Optional):** If available, show a short video depicting the events at Mount Sinai to enhance understanding.
- **Making Notes:** Learners take notes on the key steps and significance of the making of the Sinai Covenant.

Lesson 3 & 4: The Ten Commandments (Exodus 20:1-17)

- **Reading Exodus 20:1-17:** Guide learners to read the Ten Commandments as recorded in Exodus 20:1-17.
- **Understanding the Commandments:** Discuss each commandment in detail, ensuring learners understand its meaning and implications:
 1. **No other gods:** Emphasizes God's exclusivity and the prohibition of idolatry.
 2. **No idols:** Forbids the creation and worship of graven images.

3. **Do not misuse God's name:** Calls for reverence and respect for God's holy name.
 4. **Keep the Sabbath holy:** Sets aside a day for rest and worship.
 5. **Honor your father and mother:** Establishes the importance of family respect.
 6. **Do not murder:** Protects the sanctity of human life.
 7. **Do not commit adultery:** Upholds the sanctity of marriage.
 8. **Do not steal:** Protects property rights.
 9. **Do not give false testimony:** Emphasizes truthfulness and integrity.
 10. **Do not covet:** Addresses the root of sin – desire for what belongs to others.
- **Creating Tablets:** Using locally available materials (e.g., cardboard, clay), learners create a representation of the tablets on which the Ten Commandments were written. They then write the Ten Commandments on their tablets.
 - **Classroom Display:** Display the learners' "tablets" in the classroom as a visual reminder of the core principles of the Sinai Covenant.
 - **Applying the Commandments:** In pairs, learners discuss practical ways they can apply each of the Ten Commandments in their daily lives at home, school, and in their interactions with others. Share some of these applications with the class.

Lesson 5: The Breaking of the Sinai Covenant (Exodus 32)

- **Review:** Briefly remind learners of the covenant agreement and the Ten Commandments.
- **Reading Exodus 32:** Guide learners to read Exodus chapter 32, which recounts the incident of the golden calf.
- **Analyzing the Narrative:** Discuss the events that led to the breaking of the covenant:
 - ✓ **Moses' Absence:** His extended stay on Mount Sinai.
 - ✓ **The People's Impatience:** Their longing for a visible god and their pressure on Aaron.
 - ✓ **Aaron's Weakness:** His yielding to the people's demands and crafting the golden calf.
 - ✓ **The Act of Idolatry:** The people's worship and sacrifices to the golden calf, attributing their deliverance from Egypt to it.
 - ✓ **God's Anger and Judgment:** God's reaction to Israel's blatant breach of the covenant.
 - ✓ **Moses' Intercession:** His pleading with God to have mercy on the people.
 - ✓ **Moses' Anger and Action:** His breaking of the stone tablets (symbolizing the broken covenant) and his confrontation with the people.
- **Role-Playing:** Divide the class into groups and have them role-play the breaking of the Sinai Covenant, focusing on the emotions, motivations, and consequences of the people's actions and Moses' response.

Lesson 6: The Renewal of the Sinai Covenant (Exodus 34)

- **Review:** Recap the breaking of the covenant and Moses' initial response.
- **Reading Exodus 34:** Guide learners to read Exodus chapter 34.
- **Analyzing the Renewal:** Discuss the events of the covenant renewal:
 - ✓ **God's Initiative:** God calls Moses back up the mountain and instructs him to prepare two new stone tablets.
 - ✓ **God's Mercy and Forgiveness:** God reveals His compassionate and gracious nature to Moses.
 - ✓ **The Repetition of the Commandments:** God writes the same commandments on the new tablets, signifying the restoration of the covenant relationship.
 - ✓ **The Covenant Laws:** God also gives further instructions and laws that are part of the renewed covenant.
 - ✓ **Moses' Radiant Face:** The encounter with God leaves Moses' face radiant, symbolizing the renewed relationship and God's glory.
- **Watching a Video (Optional):** Show a short video on the renewal of the covenant to reinforce understanding.
- **Note Key Points:** Learners note the key aspects of the covenant renewal, emphasizing God's mercy and the restoration of the relationship.
- **Why the Renewal?** Discuss why the covenant needed to be renewed: to offer forgiveness and a fresh start after Israel's disobedience, and to reaffirm God's commitment and their responsibilities.

Lesson 7: Israelite Worship in the Wilderness (Exodus 25-40)

- **Brainstorming Worship:** In groups, learners brainstorm the meaning of the word "worship" (showing reverence and adoration for God, expressing love and obedience).
- **Reading and Discussing Exodus 25-40 (Focus on Specifics):** Guide learners to read and discuss sections from Exodus 25-40 that describe the elements of Israelite worship in the wilderness, particularly focusing on Exodus 25:8-9 (the tabernacle), Exodus 27:20-21 (the lampstand), Exodus 30:1-10 (the altar of incense), Exodus 35-40 (the construction of the tabernacle and its furnishings).
- **Key Elements of Wilderness Worship:** Through their reading and discussion, help learners identify the key elements of Israelite worship:
 - ✓ **The Tabernacle:** The portable sanctuary that served as God's dwelling place among His people. Discuss its significance as a symbol of God's presence.
 - ✓ **The Ark of the Covenant:** The sacred chest containing the tablets of the Law, symbolizing God's covenant and presence.
 - ✓ **The Offerings and Sacrifices:** Various types of offerings (burnt, grain, peace, sin, guilt) as ways of expressing worship, seeking forgiveness, and fellowship with God.

- ✓ **The Priesthood:** The appointed individuals (Aaron and his descendants) who were responsible for leading worship and offering sacrifices.
- ✓ **Rituals and Ceremonies:** Specific procedures and practices for worship.
- ✓ **The Importance of God's Instructions:** Emphasize that the Israelites followed God's detailed instructions in building the tabernacle and conducting worship.
- **Composing and Presenting a Praise Song:** In groups, learners compose a praise song reflecting on God's presence, guidance, and faithfulness during the wilderness journey. They then present their song to the class. Peers can provide feedback using an observation schedule focusing on the song's message, creativity, and presentation.

Lesson 8: Participating in Worship Today

- **Review:** Briefly summarize how the Israelites worshipped God in the wilderness.
- **Connecting to Modern Worship:** Discuss how the principles of worship remain relevant today, even though the forms may have changed. Emphasize the importance of:
 - ✓ **Reverence and Awe for God:** Approaching God with respect and recognizing His holiness.
 - ✓ **Gratitude and Praise:** Expressing thankfulness for God's blessings and acts of salvation.
 - ✓ **Obedience to God's Word:** Living according to His teachings.
 - ✓ **Fellowship with Believers:** Worshipping together as a community.
 - ✓ **Sacrifice and Service:** Offering our time, talents, and resources to God.
 - ✓ **Remembering God's Saving Acts:** Reflecting on God's deliverance through Jesus Christ.
- **Anecdotal Record:** Learners write a short anecdotal record describing how they participate in worshipping God in their daily lives at home, school, and in church. Encourage them to reflect on the meaning and impact of their worship.
- **Conclusion:** Emphasize that worship is a vital aspect of the relationship between God and humanity, both in the Old Testament and today. It is a way to honor God, connect with Him, and grow in faith.

SUB-STRAND 1.7 LOYALTY TO GOD

Lesson 1: Modern Forms of Idol Worship and Religious Extremism

- **Introduction:** Begin by discussing the concept of loyalty and what it means to be loyal to someone or something. Connect this to loyalty to God.
- **Brainstorming:** Lead a brainstorming session on modern forms of idol worship, religious extremism, radicalization, cults, and devil worship in society today. Encourage learners to think broadly beyond traditional idols. Examples might include:

- ✓ **Materialism:** Excessive focus on wealth, possessions, and consumerism.
- ✓ **Power and Status:** Obsessive pursuit of influence and social standing.
- ✓ **Self-Worship:** Excessive pride, narcissism, and placing oneself above God and others.
- ✓ **False Teachings and Cults:** Groups that distort biblical truth and demand absolute allegiance to a human leader or ideology.
- ✓ **Religious Extremism:** Holding and acting upon extreme religious beliefs, often involving violence or intolerance towards others.
- ✓ **Radicalization:** The process of adopting increasingly extreme political, social, or religious ideals and beliefs.
- ✓ **Devil Worship/Occult Practices:** Engaging in rituals and practices that venerate Satan or demonic forces.
- ✓ **Addictions:** Dependence on substances or behaviors that take priority over God.
- ✓ **Ideologies:** Placing political or social ideologies above God's teachings.
- **Discussion:** Discuss the characteristics and potential dangers of these modern forms of misplaced loyalty.

Lesson 2: Discerning and Avoiding Ungodly Groups

- **Introduction:** Emphasize the importance of discernment for Christians to remain loyal to God and avoid harmful groups and practices.
- **Reading Scripture:** Guide learners to read and discuss the following passages:
 - ✓ **1 Timothy 4:1-3:** Warns about false teachings and deceptive spirits in the last days. Discuss the characteristics mentioned (forbidding marriage, abstaining from certain foods).
 - ✓ **James 2:19-24:** Highlights the importance of actions alongside faith and warns against a demonic "belief" that doesn't lead to obedience.
 - ✓ **Matthew 7:15-20:** Warns about false prophets who appear harmless but have evil intentions. Emphasizes judging them by their "fruit" (their actions and the impact of their teachings).
- **Brainstorming Discernment Methods:** Based on the scriptures and general knowledge, brainstorm ways Christians can discern and avoid joining idol worship, cults, religious extremism, and devil worship:
 - ✓ **Thorough Knowledge of Scripture:** Studying the Bible diligently to know the true teachings of God and identify deviations.
 - ✓ **Prayer and Seeking Guidance from the Holy Spirit:** Relying on God's wisdom and discernment.
 - ✓ **Sound Doctrine and Teaching:** Adhering to the core beliefs of orthodox Christianity as taught by reputable pastors and theologians.
 - ✓ **Examining the "Fruit":** Observing the actions, character, and impact of individuals and groups. Do they promote love, peace, and righteousness?

- ✓ **Accountability and Community:** Being part of a healthy church community that provides support and accountability.
- ✓ **Critical Thinking:** Evaluating claims and teachings with a discerning mind, not blindly accepting everything.
- ✓ **Caution Regarding Secretive or Authoritarian Groups:** Being wary of groups that demand absolute loyalty, isolate members, or have controlling leaders.
- ✓ **Focus on Jesus Christ:** Ensuring that Jesus Christ is central to all teachings and practices.

Lesson 3 & 4: Elijah's Fight Against Baalism (1 Kings 18)

- **Introduction:** Introduce the prophet Elijah and the historical context of his ministry in Israel under King Ahab and Queen Jezebel, who promoted the worship of the Canaanite god Baal.
- **Reading 1 Kings 18:** Guide learners to read 1 Kings chapter 18, which recounts Elijah's confrontation with the prophets of Baal on Mount Carmel.
- **Analyzing the Narrative:** Discuss the key events and their significance:
 - ✓ **The Drought:** God's judgment on Israel for their idolatry.
 - ✓ **Elijah's Challenge:** His bold confrontation with Ahab and the 450 prophets of Baal.
 - ✓ **The Contest on Mount Carmel:** The test to see which god would answer by fire.
 - ✓ **Baal's Failure:** The prophets of Baal's frantic but futile attempts to invoke their god.
 - ✓ **Elijah's Prayer and God's Response:** Elijah's simple yet powerful prayer and God's dramatic answer by sending fire from heaven.
 - ✓ **The People's Response:** Their acknowledgment of Yahweh as the true God ("The Lord—he is God! The Lord—he is God!").
 - ✓ **The Slaughter of Baal's Prophets:** Elijah's decisive action to eliminate the false prophets.
 - ✓ **The End of the Drought:** God's provision of rain after the defeat of Baal.
- **Watching a Video (Optional):** Show a video depicting the Mount Carmel contest to enhance understanding.
- **Dramatization:** Divide the class into groups and have them dramatize the Mount Carmel contest. Encourage them to portray the emotions, tension, and significance of the event.
- **Peer Assessment:** Use a checklist to guide peers in rating each group's performance based on accuracy, portrayal of characters, and conveying the message.
- **Making Notes:** Learners make notes on the key events, Elijah's actions, and the significance of this confrontation in demonstrating loyalty to God.

Lesson 5: Elijah's Flight to Mount Horeb (1 Kings 19)

- **Review:** Briefly recap Elijah's victory on Mount Carmel.
- **Reading 1 Kings 19:** Guide learners to read 1 Kings chapter 19.
- **Outlining Circumstances:** Discuss the events that led to Elijah's flight to Mount Horeb:
 - ✓ **Jezebel's Threat:** Her furious reaction to the defeat of Baal's prophets and her vow to kill Elijah.
 - ✓ **Elijah's Fear and Discouragement:** Despite his great victory, Elijah became afraid and fled for his life.
 - ✓ **His Journey into the Wilderness:** His physical and emotional exhaustion.
 - ✓ **God's Provision:** God's care for Elijah by providing food and water through an angel.
 - ✓ **His Journey to Mount Horeb:** His arrival at the same mountain where God had made the covenant with Moses.
 - ✓ **His Complaint to God:** Elijah's feelings of isolation and failure, believing he was the only one left loyal to God.
 - ✓ **God's Gentle Revelation:** God's powerful yet gentle appearance (not in the wind, earthquake, or fire, but in a gentle whisper).
 - ✓ **God's Reassurance and New Mission:** God's assurance that there were still 7,000 faithful in Israel and His commissioning of Elijah for further tasks.
- **Analyzing Elijah's Experience:** Discuss the lessons we can learn from Elijah's experience about:
 - ✓ The reality of discouragement and burnout even after great spiritual victories.
 - ✓ God's compassionate care and provision in times of weakness.
 - ✓ The importance of listening for God's still, small voice.
 - ✓ The fact that we are often not alone in our loyalty to God.

Lesson 6 & 7: Elijah's Fight Against Injustices (1 Kings 21)

- **Introduction:** Explain that loyalty to God also involves standing up for what is right and just, as demonstrated by Elijah's confrontation with King Ahab over Naboth's vineyard.
- **Reading 1 Kings 21:** Guide learners to read 1 Kings chapter 21 or download and watch a video clip depicting this story.
- **Analyzing the Injustice:** Discuss the events:
 - ✓ **Naboth's Vineyard:** His inheritance and his refusal to sell it to King Ahab according to God's law.
 - ✓ **Ahab's Despair and Jezebel's Wicked Plan:** Jezebel's manipulation and orchestration of Naboth's false accusation and murder.
 - ✓ **Ahab's Seizure of the Vineyard:** His taking possession of the stolen property.
 - ✓ **Elijah's Prophetic Confrontation:** God's command for Elijah to confront Ahab and pronounce judgment upon him and his house for their injustice and murder.

- ✓ **Ahab's Repentance (Partial):** Ahab's initial remorse upon hearing Elijah's prophecy.
- ✓ **God's Response to Ahab's Humiliation:** God's decision to postpone the judgment.
- **Identifying the Injustice:** Clearly identify the social injustice committed against Naboth – the abuse of power, disregard for law and individual rights, and murder for personal gain.
- **Brainstorming Values and Life Skills:** In groups, learners brainstorm values and life skills needed to address social injustices in society today. Examples include:
 - ✓ **Justice:** A commitment to fairness and righteousness.
 - ✓ **Courage:** The strength to speak out against wrong.
 - ✓ **Empathy:** Understanding and sharing the feelings of those who are suffering injustice.
 - ✓ **Integrity:** Adhering to moral principles and honesty.
 - ✓ **Respect for Human Rights:** Recognizing the inherent dignity and rights of all individuals.
 - ✓ **Critical Thinking:** Analyzing situations and identifying systemic injustices.
 - ✓ **Communication Skills:** Articulating concerns and advocating for change.
 - ✓ **Collaboration:** Working with others to address social issues.
 - ✓ **Resilience:** Persevering in the face of opposition.
 - ✓ **Advocacy:** Speaking out and taking action on behalf of those who are marginalized or oppressed.

Lesson 8: Promoting Social Justice

- **Review:** Briefly recap Elijah's fight against injustice and the values and life skills identified.
- **Designing Brochures:** In groups, learners design brochures highlighting the values and life skills needed to address social injustices in the society today. The brochures should:
 - ✓ Clearly list the identified values and skills.
 - ✓ Provide brief explanations of each.
 - ✓ Suggest practical ways these can be applied in daily life at home, school, and in the community.
 - ✓ Include a call to action encouraging others to promote social justice.
- **Display on Noticeboard:** Display the designed brochures on the school noticeboard to raise awareness and encourage discussion about social justice.
- **Personal Commitment:** Encourage learners to reflect on how they can personally contribute to promoting social justice in their own spheres of influence.
- **Conclusion:** Emphasize that loyalty to God calls us not only to avoid false worship but also to actively work towards a just and equitable society, reflecting God's own righteousness and love for all.

SUB-STRAND 1.7: LOYALTY TO GOD (8 Lessons)

Introduction: Loyalty to God is a central theme in the Old Testament, demonstrated through obedience, worship, and standing against anything that seeks to replace or undermine God's authority. This sub-strand explores modern challenges to this loyalty and examines the example of the Prophet Elijah in his unwavering devotion to God.

Lesson 1: Modern Forms of Idol Worship and Religious Extremism

- **Loyalty to God:** Unwavering devotion, obedience, and allegiance to the one true God.
- **Idol Worship Today:** Not just bowing to statues, but placing anything above God in our priorities and affections. Examples include:
 - ✓ **Materialism:** Excessive love of money, possessions, and consumerism (Key Inquiry 3).
 - ✓ **Power and Status:** Obsessive pursuit of influence and social standing.
 - ✓ **Self-Worship:** Pride, narcissism, prioritizing personal desires over God's will.
 - ✓ **Addictions:** Dependence on substances or behaviors that control one's life instead of God.
 - ✓ **False Ideologies:** Placing political, social, or philosophical beliefs above God's truth.
- **Religious Extremism/Radicalization/Cults/Devil Worship:** Groups or beliefs that deviate from mainstream Christian teachings, often characterized by:
 - ✓ **Absolute Loyalty to a Human Leader:** Placing a leader's authority above God's Word.
 - ✓ **Isolation from External Criticism:** Discouraging questioning or interaction with those outside the group.
 - ✓ **Secretive Practices:** Hiding beliefs or activities from outsiders.
 - ✓ **Manipulation and Control:** Using psychological or emotional tactics to control members.
 - ✓ **Distorted Interpretation of Scripture:** Twisting biblical texts to support their own doctrines.
 - ✓ **Intolerance and Hatred:** Promoting negativity and violence towards those with different beliefs.
 - ✓ **Devil Worship/Occult Practices:** Direct veneration of Satan or demonic forces.

Lesson 2: Discerning and Avoiding Ungodly Groups

- **Discernment:** The ability to judge rightly between truth and falsehood, good and evil.
- **Ways to Discern and Avoid Ungodly Groups (Key Inquiry 1):**
 - ✓ **Know Scripture (1 Timothy 4:1-3):** Study the Bible thoroughly to recognize false teachings that contradict core Christian beliefs (e.g., about Jesus, salvation, the nature of God).

- ✓ **Examine the "Fruit" (Matthew 7:15-20):** Observe the actions and character of leaders and members. Do they demonstrate love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (Galatians 5:22-23)?
- ✓ **Test the Spirits (1 John 4:1):** Evaluate teachings based on whether they confess Jesus Christ as Lord and Savior.
- ✓ **Seek Wise Counsel:** Talk to trusted pastors, elders, or mature Christians for guidance.
- ✓ **Be Wary of Exclusivity:** Groups claiming to be the *only* way to God are often suspect.
- ✓ **Avoid Isolation:** Healthy Christian faith involves community and accountability.
- ✓ **Focus on Jesus Christ (James 2:19-24):** True faith leads to action and obedience, not just intellectual agreement. Demonic spirits "believe" but do not obey.
- ✓ **Pray for Discernment:** Ask God for wisdom and clarity.

Lesson 3 & 4: Elijah's Fight Against Baalism (1 Kings 18)

- **Historical Context:** King Ahab and Queen Jezebel promoted the worship of Baal, a Canaanite fertility god, leading many Israelites astray.
- **Elijah's Challenge (1 Kings 18:1-19):** Elijah confronted Ahab, holding him responsible for the spiritual apostasy in Israel.
- **The Contest on Mount Carmel (1 Kings 18:20-40):**
 - ✓ Elijah proposed a public test between Yahweh and Baal.
 - ✓ 450 prophets of Baal called on their god for hours without response.
 - ✓ Elijah, after repairing the altar of the Lord, prayed simply, and God answered with fire, consuming the sacrifice, wood, stones, and dust.
 - ✓ The people acknowledged Yahweh as the true God: "The Lord—he is God! The Lord—he is God!"
 - ✓ Elijah commanded the killing of Baal's prophets, a decisive act against false worship.
- **Significance:** This event demonstrated God's power and sovereignty over false gods and called the Israelites back to true worship and loyalty.

Lesson 5: Elijah's Flight to Mount Horeb (1 Kings 19)

- **Jezebel's Threat (1 Kings 19:1-3):** Enraged by the death of Baal's prophets, Jezebel vowed to kill Elijah.
- **Elijah's Fear and Flight (1 Kings 19:3-8):** Despite his victory, Elijah became afraid and fled into the wilderness, becoming discouraged and wanting to die.
- **God's Provision and Encouragement (1 Kings 19:5-8):** God sent an angel with food and water, strengthening Elijah for a further journey.

- **Journey to Mount Horeb (1 Kings 19:8):** Elijah traveled to Mount Horeb (Sinai), the place where God had made the covenant with Moses.
- **Elijah's Complaint (1 Kings 19:9-10):** Elijah expressed his feelings of isolation and failure, believing he was the only one left loyal to God.
- **God's Gentle Revelation (1 Kings 19:11-14):** God revealed Himself to Elijah not in a powerful storm, earthquake, or fire, but in a gentle whisper ("still, small voice"). This emphasized that God's presence is not always in dramatic displays but can be found in quiet intimacy.
- **God's Recommissioning (1 Kings 19:15-18):** God gave Elijah new tasks and assured him that there were still 7,000 faithful Israelites who had not bowed down to Baal.

Lesson 6 & 7: Elijah's Fight Against Injustices (1 Kings 21)

- **The Story of Naboth's Vineyard (1 Kings 21:1-16):**
 - ✓ King Ahab desired Naboth's vineyard but Naboth refused to sell his ancestral inheritance, according to God's law.
 - ✓ Queen Jezebel orchestrated a wicked plan, falsely accusing Naboth of blasphemy and treason, leading to his execution.
 - ✓ Ahab then seized Naboth's vineyard.
- **Elijah's Prophetic Confrontation (1 Kings 21:17-24):** God sent Elijah to confront Ahab for his injustice and murder, pronouncing judgment upon him and his house.
- **Ahab's Repentance (1 Kings 21:27-29):** Ahab humbled himself before God upon hearing Elijah's prophecy.
- **God's Mercy:** God showed mercy to Ahab by postponing the judgment to his son's reign.
- **Analysis:** Elijah's actions demonstrate that loyalty to God includes standing up against social injustices and speaking truth to power, even when it is dangerous.

Lesson 8: Promoting Social Justice Today

- **Social Justice:** Upholding what is right and fair in society, ensuring that everyone has equal access to opportunities and is treated with dignity.
- **Values and Life Skills Needed to Address Social Injustices:**
 - ✓ **Justice:** A commitment to fairness and righteousness.
 - ✓ **Empathy:** Understanding and sharing the feelings of those who are marginalized.
 - ✓ **Courage:** The strength to speak out against wrong and advocate for change.
 - ✓ **Integrity:** Honesty and adherence to moral principles.
 - ✓ **Respect for Human Dignity:** Recognizing the inherent worth of every individual.

- ✓ **Critical Thinking:** Analyzing social issues and identifying root causes of injustice.
- ✓ **Communication Skills:** Articulating concerns and advocating for solutions.
- ✓ **Collaboration:** Working with others to bring about positive change.
- ✓ **Advocacy:** Speaking on behalf of those who are voiceless or oppressed.
- **Promoting Social Justice at Home, School, and in the Community:**
 - ✓ **Challenging unfair treatment.**
 - ✓ **Standing up for the rights of others.**
 - ✓ **Treating everyone with respect.**
 - ✓ **Being aware of and addressing inequalities.**
 - ✓ **Participating in initiatives that promote fairness and justice.**
 - ✓ **Educating oneself and others about social issues.**
- **Desire to Promote Social Justice:** As Christians, our loyalty to God should inspire us to love our neighbors as ourselves and work towards a more just and compassionate world.

SUB-STRAND 1.8: THE OLD TESTAMENT PROPHETS (8 Lessons)

Introduction: Prophets played a crucial role in the Old Testament, acting as God's messengers to the people of Israel. They spoke God's word, often calling for repentance, obedience, and social justice, and sometimes foretelling future events. Understanding their role is vital for comprehending God's relationship with Israel and the foreshadowing of Jesus Christ.

Lesson 1: Understanding Prophets and Prophecy

- **Prophet:** A person chosen and commissioned by God to speak on His behalf. They were messengers who communicated God's will, warnings, and promises to the people. (Use Bible dictionary/online sources for a comprehensive definition).
- **Prophecy:** The message or revelation communicated by a prophet from God. It could involve:
 - ✓ **Forthtelling:** Speaking God's truth about the present situation, often involving calls to repentance, warnings against sin, and exhortations to righteousness. This was the primary role of most prophets.
 - ✓ **Foretelling:** Predicting future events according to God's plan.
- **Distinguishing True Prophets from False Prophets (Key Inquiry Question):** This will be a recurring theme throughout the sub-strand.

Lesson 2: Categories of Prophets in the Old Testament

- **Using Bible Commentary:** Consult reputable Bible commentaries to understand the different ways Old Testament prophets are categorized.

- **Categories:**
 - ✓ **Major Prophets:** Isaiah, Jeremiah, Ezekiel, Daniel. These books are longer and often cover a broader scope of historical and prophetic material.
 - ✓ **Minor Prophets (The Twelve):** Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi. These books are shorter but contain equally important messages.
 - ✓ **Prophets Associated with Kings (Non-Writing Prophets):** Individuals like Samuel, Nathan, Elijah, and Elisha who did not leave behind books of prophecy but played significant roles as God's spokespeople during the reigns of kings.
- **Table Creation:** Create a table in class outlining these categories and listing the prophets within each. Display this table for reference.

Lesson 3: Importance of Prophets in Israel

- **God's Messengers:** Prophets were the primary means by which God communicated His will and guidance to the nation of Israel.
- **Covenant Keepers:** They reminded the people of their covenant obligations with God, urging them to remain faithful to the Law.
- **Reproof and Warning:** Prophets confronted sin and warned of God's judgment if the people did not repent.
- **Encouragement and Hope:** They also offered messages of comfort, hope, and restoration during times of difficulty and exile.
- **Social Justice Advocates:** Many prophets spoke out against injustice, oppression of the poor, and corruption within society.
- **Guidance for Leaders:** Prophets advised kings and leaders on matters of state and God's will.
- **Foretelling the Future:** They revealed God's plans, including future judgment and the coming Messiah.

Lesson 4: Relationship Between Old Testament and New Testament Prophecies

- **Internet/Library Search:** Research specific prophecies in the Old Testament and their fulfillment or connection to events and figures in the New Testament.
- **Relationships:**
 - ✓ **Fulfillment:** Many Old Testament prophecies, particularly those concerning the Messiah, found their direct fulfillment in the person and work of Jesus Christ (e.g., Isaiah's prophecies of the suffering servant fulfilled in Jesus' crucifixion).
 - ✓ **Typology:** Old Testament events, people, and institutions often served as types or foreshadows of greater realities in the New Testament (e.g., the Passover lamb foreshadowing Jesus as the sacrificial Lamb of God).
 - ✓ **Continuity of God's Plan:** Old Testament prophecies reveal God's overarching plan of salvation that culminates in the New Testament.

- ✓ **Foundation for the Gospel:** The Old Testament prophets laid the groundwork for understanding the need for a savior and the nature of God's redemption.

Lesson 5 & 6: Characteristics of False Prophets

- **Group Discussion:** Based on biblical accounts and general understanding, discuss the characteristics of false prophets.
- **Characteristics:**
 - ✓ **Speak for Themselves (Jeremiah 14:14):** Their messages originate from their own ideas or desires, not from God.
 - ✓ **Prophecy What People Want to Hear (Jeremiah 5:31):** They often deliver comforting or pleasing messages that do not challenge sin or call for repentance.
 - ✓ **Seek Personal Gain (Micah 3:11):** Their motivations may be money, power, or popularity.
 - ✓ **Contradict Established Scripture:** Their prophecies go against the clear teachings of the Bible.
 - ✓ **Lack of True Miraculous Confirmation (Deuteronomy 13:1-5):** If they perform signs, their purpose may be to lead people astray. True miracles align with God's character and Word.
 - ✓ **Bear Bad Fruit (Matthew 7:15-20):** Their lives and the lives of their followers may exhibit ungodly behavior.
 - ✓ **Their Prophecies Do Not Come True (Deuteronomy 18:21-22):** A key test of a true prophet was the accuracy of their predictions.
 - ✓ **Promote Idolatry or Disobedience:** They lead people away from the true worship of God and His commands.

Lesson 7: Discerning False Prophets Today

- **Resource Person Engagement:** Invite a pastor, theologian, or other knowledgeable Christian leader to speak to the class about ways to discern false prophets in contemporary society.
- **Note-Taking:** Take notes during the resource person's presentation, focusing on practical advice.
- **Ways to Discern Today:**
 - ✓ **Ground Yourself in Scripture:** Know the Bible well to identify deviations.
 - ✓ **Test Every Spirit (1 John 4:1):** Evaluate teachings against the core doctrines of Christianity.
 - ✓ **Look at the Fruit:** Examine the lives and impact of those claiming to be prophets.
 - ✓ **Be Skeptical of Sensationalism:** Be wary of prophecies that are overly dramatic or fear-mongering.

- ✓ **Value Accountability:** True spiritual leaders are usually accountable to a recognized church or body.
- ✓ **Focus on Christ:** Any teaching that diminishes the centrality and authority of Jesus Christ is suspect.
- ✓ **Pray for Wisdom:** Ask God for discernment and guidance.

Lesson 8: Relevance of Prophecy to Christians Today

- **Debate:** Conduct a class debate on the topic: "Prophecies are still relevant to modern-day Christians."
- **Arguments for Relevance:**
 - ✓ **Understanding God's Character:** Old Testament prophecies reveal God's justice, love, faithfulness, and sovereignty, which are timeless.
 - ✓ **Learning from History:** The consequences of disobedience and the blessings of obedience highlighted by the prophets remain relevant.
 - ✓ **Ethical Guidance:** The prophets' calls for social justice and righteousness are still important for Christian living.
 - ✓ **Understanding Jesus:** Old Testament prophecies provide crucial context for understanding the Messiah and His mission.
 - ✓ **Hope for the Future:** Prophecies about God's ultimate plan and the coming Kingdom offer hope to believers today.
 - ✓ **Warning Against Apostasy:** The prophets' warnings against idolatry and false worship are still pertinent in a world with many competing loyalties.
- **Arguments Against (or Nuances):**
 - ✓ **Fulfillment of Some Prophecies:** Some prophecies were specific to Old Testament Israel and have already been fulfilled.
 - ✓ **Danger of Misinterpretation:** Prophecy can be easily misinterpreted or misused to create fear or division.
 - ✓ **Focus on Christ:** The ultimate revelation of God is in Jesus Christ (Hebrews 1:1-2).
- **Conclusion:** While not all Old Testament prophecies are directly applicable in the same way today, the underlying principles, the revelation of God's character, and the lessons learned from the prophets remain vital for Christian faith and life. Discerning true and false prophecy remains a crucial skill for believers.

SUB-STRAND 1.9.1: BACKGROUND OF PROPHET AMOS (8 Lessons)

Introduction: Prophet Amos was a significant figure in the Old Testament, delivering powerful messages of judgment and social justice to the Northern Kingdom of Israel during a time of outward prosperity but deep spiritual and moral decay. Understanding his background is crucial to grasping the context and relevance of his prophecies.

Lesson 1: Tracing the Origin of Prophet Amos

- **Using a Bible Atlas/Online Resources:** Learners use Bible atlases and online resources to trace the origin and geographical context of Prophet Amos. Key points to note:
 - ✓ **Tekoa:** Amos' hometown, a small village in the hill country of Judah (the Southern Kingdom), located about 10-12 miles south of Jerusalem.
 - ✓ **Occupation:** Amos was a shepherd and a dresser of sycamore trees (Amos 1:1, 7:14). This background as a common, rural worker highlights that God can call anyone to be a prophet.
 - ✓ **Ministry to Israel (Northern Kingdom):** Despite being from Judah, Amos' prophetic ministry was directed primarily towards the Northern Kingdom of Israel. This emphasizes God's concern for all His people, even those who had strayed.
 - ✓ **Time Period:** The reign of King Jeroboam II in Israel (mid-8th century BCE), a period of apparent political stability and economic prosperity.

Lesson 2: Political Background to the Call of Prophet Amos

- **Brainstorming:** In groups, learners brainstorm the potential political conditions during a time of outward stability.
- **Political Context:**
 - ✓ **Outward Prosperity and Stability:** Israel under Jeroboam II experienced territorial expansion and economic growth. This often led to a false sense of security and complacency.
 - ✓ **Weakening of Neighboring Powers:** Assyria, the dominant regional power, experienced a temporary lull in its expansion, allowing Israel some respite.
 - ✓ **Internal Political Issues (Implicit):** While the text doesn't detail major internal conflicts, outward prosperity can sometimes mask underlying issues of corruption and abuse of power by the ruling elite. The prophets often spoke against such injustices.
 - ✓ **Disregard for God's Law in Governance:** Despite outward success, the leadership often ignored God's commands regarding justice and the care of the vulnerable.

Lesson 3: Social Background to the Call of Prophet Amos

- **Brainstorming:** In groups, learners brainstorm potential social issues that might arise during a time of economic prosperity but spiritual decline.
- **Social Context:**
 - **Economic Disparity:** Growing gap between the wealthy elite and the poor. The wealthy often exploited the vulnerable for personal gain.

- **Social Injustice:** Oppression of the poor, the needy, and the marginalized. This included unfair legal practices, exploitation of laborers, and disregard for the rights of the vulnerable (widows, orphans, foreigners).
- **Luxury and Indulgence:** The wealthy indulged in extravagant lifestyles while neglecting the needs of the poor.
- **Moral Decay:** Breakdown of ethical standards and a lack of compassion within society.
- **Complacency and Lack of Concern:** A general apathy towards the suffering of others and a self-satisfied attitude due to their perceived prosperity.

Lesson 4: Religious Background to the Call of Prophet Amos

- **Brainstorming:** In groups, learners brainstorm potential religious issues in a society that has turned away from God.
- **Religious Context:**
 - ✓ **Syncretism:** The blending of the worship of Yahweh with the worship of Canaanite gods and practices (like Baal worship), despite the covenant at Sinai.
 - ✓ **Hypocrisy and Empty Rituals:** Outward religious observance without genuine faith or obedience to God's commands. People may have continued to offer sacrifices but their hearts were far from God.
 - ✓ **Disregard for God's Law:** Ignoring God's moral and ethical teachings while focusing on superficial religious practices.
 - ✓ **False Sense of Security in Religious Practices:** Believing that their rituals would protect them despite their social injustices and spiritual unfaithfulness.
 - ✓ **Rejection of True Prophets:** Resistance and hostility towards prophets like Amos who called them to repentance.

Lesson 5: The Call of Prophet Amos (Amos 1:1, 3:8, 7:10-15)

- **Pair Reading and Discussion:** In pairs, learners read and discuss the following passages related to Amos' call:
 - ✓ **Amos 1:1:** Introduces Amos, his origin, and the time of his prophecy ("the words of Amos, who was among the shepherds of Tekoa—the visions he saw concerning Israel in the reigns of Uzziah king of Judah and Jeroboam son of Jehoash king of Israel"). This highlights his humble beginnings and the specific time frame.
 - ✓ **Amos 3:8:** "The lion has roared—who will not fear? The Sovereign Lord has spoken—who can but prophesy?" This verse emphasizes the compelling nature of God's call upon Amos. He felt an irresistible urge to speak God's message.
 - ✓ **Amos 7:10-15:** This passage recounts Amos' confrontation with Amaziah, the priest of Bethel. Amaziah tries to silence Amos and reports him to King Jeroboam. Amos defends his prophetic calling, stating that he was not a

professional prophet but was called by God from his ordinary life as a shepherd to prophesy to Israel. "The Lord took me from tending the flock and said to me, 'Go, prophesy to my people Israel.'"

- **Note-Taking:** Learners make notes on the key aspects of Amos' call:
 - ✓ **Divine Initiative:** God called Amos; it was not his own ambition.
 - ✓ **Compelling Nature:** Amos felt compelled to speak God's word.
 - ✓ **From Humble Beginnings:** God chose an ordinary person.
 - ✓ **Specific Audience:** His message was directed to Israel.
 - ✓ **Rejection and Opposition:** Amos faced resistance for his message.

Lesson 6: The Five Visions of Prophet Amos (Amos 7:1-9, 8:1-3, 9:1-4)

- **Watching a Video/PowerPoint Presentation:** Learners watch a video or view a PowerPoint presentation that visually depicts and explains the five visions of Prophet Amos:
 - ✓ **Vision 1: Locusts (Amos 7:1-3):** Symbolized impending judgment and devastation upon the land. Amos interceded, and God relented.
 - ✓ **Vision 2: Fire (Amos 7:4-6):** Represented another form of severe judgment. Again, Amos interceded, and God relented.
 - ✓ **Vision 3: Plumb Line (Amos 7:7-9):** Showed God's standard of righteousness against which Israel was being measured. The plumb line revealed that Israel was crooked and would face judgment without repentance. No intercession is recorded here, suggesting judgment is imminent.
 - ✓ **Vision 4: Basket of Ripe Fruit (Amos 8:1-3):** The ripe fruit symbolized that Israel was ripe for judgment. The time for repentance had passed, and destruction was near.
 - ✓ **Vision 5: The Lord Standing by the Altar (Amos 9:1-4):** Depicted God's inescapable judgment falling upon the sinful nation. No one would escape His wrath.
- **Note-Taking:** Learners take notes on each vision, including the imagery and its symbolic meaning.

Lesson 7: Relevance of Prophet Amos's Visions to Christians Today

- **Pair Discussion:** In pairs, learners discuss the relevance of Amos's visions to Christians today.
- **Relevance:**
 - ✓ **God's Standard of Righteousness:** The plumb line vision reminds Christians that God has a standard of holiness and justice that we are called to live by.
 - ✓ **Consequences of Unrepentant Sin:** The visions of judgment serve as a warning that unrepentant sin, both individual and societal, has consequences.

- ✓ **God's Mercy and Patience:** The initial relentings in the locust and fire visions highlight God's willingness to show mercy when there is repentance.
- ✓ **Urgency of Repentance:** The later visions emphasize that there is a time limit for repentance before judgment comes.
- ✓ **God's Justice:** The visions underscore God's commitment to justice and His eventual judgment of wickedness.
- ✓ **Social Justice:** Amos's overall message calls Christians to be concerned about justice for the poor and marginalized in their own societies.
- ✓ **Avoiding Complacency:** The prosperity of Amos's time, masking deep sin, warns Christians against becoming complacent in times of ease.

Lesson 8: Avoiding God's Judgment/Wrath

- **Class Discussion:** Discuss ways a nation and individuals can avoid God's judgment/wrath, drawing lessons from the book of Amos.
- **Ways to Avoid Judgment:**
 - ✓ **Genuine Repentance:** Turning away from sin and towards God with a sincere heart.
 - ✓ **Obedience to God's Commands:** Living according to God's Word in all areas of life.
 - ✓ **Justice and Righteousness:** Practicing fairness, equity, and compassion, especially towards the vulnerable.
 - ✓ **Humility and Seeking God's Will:** Recognizing our dependence on God and seeking His guidance.
 - ✓ **Genuine Worship:** Offering God sincere worship that is reflected in our actions and attitudes.
 - ✓ **Heeding Prophetic Warnings:** Paying attention to and responding to God's messengers.
 - ✓ **Intercession and Prayer:** Praying for ourselves, our communities, and our nations.
- **Desire for Justice:** Encourage learners to cultivate a desire to exercise justice in their own lives, guided by the teachings of Prophet Amos.

SUB-STRAND 1.9.2: TEACHINGS OF PROPHET AMOS (8 Lessons)

Introduction: Prophet Amos's teachings addressed a wide range of issues prevalent in Israel during his time, many of which hold significant relevance for Christians today. He spoke powerfully against social injustice, religious hypocrisy, and the consequences of disobedience, while also offering a message of hope for a future restoration.

Lesson 1: Overview of Prophet Amos's Teachings and Relevance Today

- **Listing Social Evils:** Brainstorm and list social evils prevalent in society today (e.g., corruption, poverty, inequality, exploitation, discrimination, environmental degradation).
- **Connecting to Amos's Time:** Discuss how these modern social evils might mirror the injustices Amos addressed in ancient Israel.
- **Relevance to Christians (Key Inquiry Question):** Explore why Amos's message remains relevant for Christians today:
 - ✓ **Timeless Principles of Justice:** Amos's emphasis on social justice reflects God's own character and His concern for the marginalized.
 - ✓ **Warning Against Hypocrisy:** His condemnation of empty religious rituals without genuine heart change is a constant warning.
 - ✓ **Understanding God's Judgment:** Amos reveals God's justice and the consequences of persistent sin.
 - ✓ **Hope for Restoration:** His message of a future remnant and restoration offers hope for redemption and renewal.
 - ✓ **Call to Action:** Amos challenges believers to actively live out their faith by pursuing justice and righteousness.
- **Concordance/Encyclopaedia/Online Search:** Learners use these resources to research Prophet Amos's teachings on Social Justice and Responsibility, noting key themes and verses.

Lesson 2: Correcting Social Evils and Identifying Ungodly Groups

- **Discussion:** Discuss and outline practical ways social evils identified in Lesson 1 can be corrected today (e.g., advocacy, charity, ethical living, holding leaders accountable, promoting education).
- **Buzz Session:** Conduct a buzz session where learners briefly share their knowledge of cults and ungodly groups common in society today (building on the knowledge from Sub-strand 1.7).
- **Identifying and Avoiding Ungodly Groups:** Brainstorm strategies to identify and avoid cults, ungodly groups, religious extremism, and devil worship (revisiting principles from Sub-strand 1.7, such as knowing scripture, examining fruit, seeking wise counsel).

Lesson 3 & 4: Hypocritical Religion and Judgment (Amos 4:4-5, 5:1-27, 1:3-2:16, 6:1-7)

- **Reading and Analyzing Amos 4:4-5:** Focus on Amos's satire of Israel's empty religious practices ("Go to Bethel and sin; go to Gilgal and sin yet more! Bring your sacrifices every morning, your tithes every three years. Burn choice incense as a thank offering and loudly proclaim your freewill offerings—boast about them, you

Israelites!"). Discuss the meaning of hypocritical religion – outward show without inward devotion or obedience.

- **Reading and Analyzing Amos 5:1-27:** Explore Amos's call to seek the Lord and establish justice. Note his condemnation of their feasts, songs, and offerings because justice and righteousness were absent ("But let justice roll on like a river, righteousness like a never-failing stream!").
- **Reading and Analyzing Amos 1:3-2:16:** Examine Amos's pronouncements of judgment against Israel and surrounding nations for their specific sins (e.g., cruelty in war, injustice, oppression). This highlights God's justice extending beyond Israel.
- **Reading and Analyzing Amos 6:1-7:** Focus on Amos's condemnation of the complacency and self-indulgence of the wealthy leaders in Israel who were indifferent to the nation's impending doom.
- **Key Teachings:**
 - ✓ **God Desires Justice and Righteousness Over Empty Rituals:** Outward religious practices are meaningless without genuine heart change and ethical living.
 - ✓ **God Holds Nations Accountable for Their Sins:** Judgment is not limited to individuals but can fall upon entire societies for their collective wickedness.
 - ✓ **Complacency and Indifference are Sins:** Ignoring the suffering of others and being self-absorbed invites God's displeasure.

Lesson 5: Israel's Election (Amos 2:9-11, 3:1-2, 9:7)

- **Defining Israel's Election:** Discuss the meaning of Israel's election – God's choice of Israel to be His special people, not based on their merit but on His sovereign grace and for His purposes in salvation history.
- **Brainstorming and Note-Taking:** In groups, brainstorm and make notes on the following verses:
 - ✓ **Amos 2:9-11:** Recalls God's past gracious acts for Israel (destroying the Amorites, bringing them out of Egypt, raising up prophets and Nazirites). This emphasizes the privilege and responsibility that came with their election.
 - ✓ **Amos 3:1-2:** "Hear this word the Lord has spoken against you, O people of Israel—against the whole family I brought up out of Egypt: 'You only have I chosen of all the families of the earth; therefore I will punish you for all your sins.'" This highlights that Israel's special relationship with God carried greater accountability. Their sin was more serious because they knew better.
 - ✓ **Amos 9:7:** "'Are not you Israelites the same to me as the Cushites?' declares the Lord. 'Did I not bring Israel up from Egypt, the Philistines from Caphtor and the Arameans from Kir?'" This verse challenges the notion of automatic privilege based on election. God's sovereignty extends to all nations, and Israel's election did not exempt them from judgment if they were disobedient.
- **Key Teachings:**

- ✓ **Election is by God's Grace, Not Merit:** God chose Israel out of His love and plan.
- ✓ **Election Carries Greater Responsibility:** Being God's chosen people meant they were held to a higher standard.
- ✓ **Election Does Not Guarantee Exemption from Judgment:** Disobedience would still be punished, regardless of their special status.
- ✓ **God's Sovereignty Over All Nations:** God's concern and authority extend beyond Israel.

Lesson 6: The Day of the Lord (Amos 5:18-20, 6:3-5, 8:5-13)

- **Group Discussion:** In groups, discuss the teachings of the "Day of the Lord" in Amos.
- **Analyzing Verses:**
 - ✓ **Amos 5:18-20:** Warns those who long for the Day of the Lord, portraying it not as a day of triumphant salvation for unrepentant Israel, but as a day of darkness and judgment.
 - ✓ **Amos 6:3-5:** Criticizes those who put off the "evil day" (judgment) and indulge in selfish pleasures, highlighting their lack of awareness of impending doom.
 - ✓ **Amos 8:5-13:** Describes the judgment that will come, including economic hardship, famine of the word of God, and a desperate search for spiritual sustenance.
- **Key Teachings:**
 - ✓ **The Day of the Lord is a Day of Judgment:** For those who are unrighteous, it will bring darkness and destruction, not salvation.
 - ✓ **Complacency Delays Awareness of Judgment:** Ignoring warnings and living in self-indulgence does not avert God's judgment.
 - ✓ **Spiritual Famine is a Consequence of Rejecting God:** When God's word is ignored, spiritual hunger and thirst will follow.
- **Brainstorming:** Discuss how Christians should prepare for the second coming of Jesus Christ in light of Amos's teachings on the Day of the Lord (e.g., living righteously, being watchful, sharing the Gospel).
- **Pair Drawing/Illustrations:** In pairs, learners create pictures or illustrations depicting their understanding of the Day of the Lord based on Amos's prophecies. Display these in class.

Lesson 7: Remnant and Restoration (Amos 9:8-15)

- **Reading and Discussing Amos 9:8-15:** Read and discuss this passage, which offers a message of hope amidst the pronouncements of judgment. Note the promise of a remnant that God will preserve and the future restoration of Israel, including the rebuilding of their ruins and their secure establishment in their land.

- **Note-Taking for Presentation:** Learners make notes on the key aspects of the Remnant and Restoration:
 - ✓ **Preservation of a Remnant:** Despite the widespread judgment, God promises to preserve a faithful remnant.
 - ✓ **Restoration of Israel:** God will bring back the exiles and rebuild their nation.
 - ✓ **Permanent Establishment:** They will be securely planted in their land and will not be uprooted again.
 - ✓ **Future Hope:** This passage points towards a future of blessing and security for God's people.
- **Key Teachings:**
 - ✓ **God's Mercy Amidst Judgment:** Even in judgment, God remembers His promises and preserves a way for future blessing.
 - ✓ **Hope for Restoration:** Despite failure and exile, God offers hope for renewal and restoration.
 - ✓ **God's Unfailing Love:** God's ultimate plan is one of redemption and blessing for His people.

Lesson 8: Applying Acquired Virtues and Practicing Social Justice

- **Chart Creation:** Use a chart to list virtues and values acquired from the message of Prophet Amos (e.g., justice, righteousness, compassion, humility, honesty, accountability, vigilance against hypocrisy).
- **Pair Discussion:** In pairs, discuss practical ways to apply these virtues in day-to-day life at home, school, and in the community.
- **Anecdotal Record:** Learners write an anecdotal record of instances where they have practiced or can practice social justice when dealing with others, reflecting on Amos's teachings.
- **Conclusion:** Amos's teachings challenge Christians to live out their faith authentically, pursuing justice, rejecting hypocrisy, and holding onto the hope of God's restoration. His message remains a powerful call to genuine devotion and ethical living.

STRAND 2.0: THE NEW TESTAMENT

Introduction: The New Testament (NT) is the second major division of the Christian Bible. It focuses on the life, teachings, death, and resurrection of Jesus Christ, and the beginnings of the Christian church. Understanding its structure and content is fundamental to Christian faith and practice.

Lesson 1: Listing the New Testament Books

- **Activity:** Learners use a chart or digital device to list all 27 books of the New Testament in their correct order.
- **The 27 Books:**
 1. Matthew
 2. Mark
 3. Luke
 4. John
 5. Acts
 6. Romans
 7. 1 Corinthians
 8. 2 Corinthians
 9. Galatians
 10. Ephesians
 11. Philippians
 12. Colossians
 13. 1 Thessalonians
 14. 2 Thessalonians
 15. 1 Timothy
 16. 2 Timothy
 17. Titus
 18. Philemon
 19. Hebrews
 20. James
 21. 1 Peter
 22. 2 Peter
 23. 1 John
 24. 2 John
 25. 3 John
 26. Jude
 27. Revelation
- **Memorization (Optional):** Encourage learners to begin memorizing the order of the New Testament books.

Lesson 2 & 3: Categorizing the New Testament Books

- **Research:** Learners research online or use the library to find the distinct categories into which the New Testament books are divided.
- **Categories:**
 - ✓ **The Gospels (4 books):** Matthew, Mark, Luke, John. These books tell the story of Jesus Christ's life, ministry, death, and resurrection from different perspectives. They reveal who Jesus is, what He taught, and what He did.
 - ✓ **The Book of Acts (1 book):** Acts of the Apostles. This book narrates the beginnings and spread of the early Christian church after Jesus' ascension, focusing on the work of the Holy Spirit and the apostles (especially Peter and Paul).
 - ✓ **The Pauline Epistles (13 books):** Romans, 1 Corinthians, 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 Thessalonians, 2 Thessalonians, 1 Timothy, 2 Timothy, Titus, Philemon. These are letters written by the Apostle Paul to various churches and individuals, addressing theological doctrines, practical Christian living, and church issues.
 - ✓ **The General Epistles (8 books):** Hebrews, James, 1 Peter, 2 Peter, 1 John, 2 John, 3 John, Jude. These are letters written by other apostles and leaders in the early church to a wider audience, addressing various aspects of Christian faith and conduct.
 - ✓ **The Book of Revelation (1 book):** Revelation (or Apocalypse). This is a prophetic book that uses symbolic language to describe future events, the ultimate triumph of God, and the establishment of His eternal kingdom.
- **Categorization Activity:** Learners categorize the 27 New Testament books under these five distinct categories.
- **Crossword Puzzle:** Learners engage with a crossword puzzle featuring the New Testament books to reinforce their names and order.

Lesson 4: The Bible as a Library and Its Use in Society Today

- **Brainstorming:** Learners brainstorm reasons why the Bible is referred to as a "library."
- **Why the Bible is a Library:**
 - ✓ **Collection of Diverse Writings:** It contains various genres of literature, including historical narratives, biographies (Gospels), letters (Epistles), prophetic writings, poetry, and law (in the Old Testament).
 - ✓ **Written by Different Authors:** Over 40 different authors from diverse backgrounds contributed to the Bible over a span of about 1500 years.
 - ✓ **Covers a Wide Range of Topics:** It addresses theological, historical, ethical, social, and personal issues.

- ✓ **Different Styles of Writing:** Each book has its own unique style, purpose, and audience.
- ✓ **Unified Theme:** Despite its diversity, the Bible has a unifying theme of God's relationship with humanity and His plan of salvation culminating in Jesus Christ.
- **Buzz Session:** Learners participate in a "buzz session" to discuss how the Bible is used in society today.
- **Uses of the Bible in Society Today:**
 - ✓ **Source of Religious Instruction and Doctrine:** The foundation of Christian beliefs and teachings.
 - ✓ **Guide for Moral and Ethical Living:** Provides principles for conduct and decision-making.
 - ✓ **Inspiration for Art, Literature, and Music:** Has profoundly influenced culture throughout history.
 - ✓ **Basis for Legal and Social Reform Movements:** Used to advocate for justice, equality, and human rights.
 - ✓ **Personal Devotion and Spiritual Growth:** Read for prayer, meditation, and understanding God's will.
 - ✓ **Historical and Literary Study:** Studied for its historical context and literary merit.
 - ✓ **Influence on Language and Idioms:** Many common phrases and expressions originate from the Bible.
 - ✓ **Community Building:** Used in church services, Bible study groups, and religious gatherings.

Lesson 5: Desiring Daily Bible Reading and Spiritual Growth

- **Sharing Experiences:** Learners share (if comfortable) their personal experiences with reading the Bible, including any challenges or benefits.
- **Importance of Daily Bible Reading:** Discuss the reasons why daily Bible reading is important for spiritual growth:
 - ✓ **Knowing God Better:** Provides insight into God's character, love, and plan.
 - ✓ **Guidance for Life:** Offers wisdom for navigating daily challenges and making decisions.
 - ✓ **Spiritual Nourishment:** Feeds the soul and strengthens faith.
 - ✓ **Protection Against False Teachings:** Equips believers to discern truth from error.
 - ✓ **Deeper Relationship with God:** Facilitates communication and intimacy with God through His Word.
 - ✓ **Transformation of Character:** Helps believers grow in Christ-likeness.
- **Daily Bible Reading and Journaling:** Encourage learners to commit to reading a portion of the Bible daily and to journal their experiences, reflections, and insights.

- **Meditating on Bible Verses:** Instruct learners to write down specific Bible verses in their notebooks and to meditate/reflect on their meaning and application to their lives for spiritual growth.

SUB-STRAND 2.2: INFANCY AND EARLY LIFE OF JESUS CHRIST (

Introduction: The infancy and early life of Jesus Christ are foundational to Christian faith. They demonstrate the fulfillment of Old Testament prophecies, introduce key figures like John the Baptist, and reveal the unique nature and mission of the Son of God from His earliest days.

Lesson 1 & 2: Fulfilment of Old Testament Prophecies

- **Discussion:** Initiate a discussion on the concept of prophecy and how the Old Testament foretold the coming of the Messiah.
- **Reading Old Testament Prophecies:** Learners read the following Old Testament passages and make notes on the specific prophecies about the Messiah contained within them:
 - **Isaiah 7:10-16 (The Virgin Birth):** Prophecy of a sign – a virgin conceiving and giving birth to a son, Immanuel ("God with us").
 - **Isaiah 9:1-7 (The Light in Galilee, Royal Messiah):** Prophecy of a great light dawning in Galilee, the birth of a child who will be a mighty ruler, Prince of Peace.
 - **Isaiah 53 (The Suffering Servant):** Detailed prophecy of the Messiah's suffering, rejection, death for the sins of others, and ultimate exaltation.
 - **Isaiah 61:1-2 (Anointed to Preach Good News):** Prophecy of the Spirit of the Lord being upon the Messiah, anointing Him to preach good news to the poor, heal the brokenhearted, proclaim freedom for captives, etc.
 - **Jeremiah 23:5-6 (The Righteous Branch):** Prophecy of a righteous descendant of David who will reign as king and establish justice.
 - **Psalms 110:1-2 (Lord Sitting at God's Right Hand):** Prophecy of the Messiah's exaltation and eternal priesthood.
 - **Micah 5:2-5 (Birthplace in Bethlehem):** Specific prophecy that the ruler of Israel would be born in Bethlehem.
- **Connecting to the New Testament:** Discuss how the events surrounding Jesus' birth and early life, as recorded in the Gospels (especially Matthew and Luke), directly fulfilled these Old Testament prophecies. For example:
 - Jesus' virgin birth (Matthew 1:18-25, Luke 1:26-38) fulfilling Isaiah 7:14.
 - Jesus' birth in Bethlehem (Matthew 2:1-6, Luke 2:4-7) fulfilling Micah 5:2.
 - The wise men from the east (Matthew 2:1-12) possibly alluding to the nations coming to worship the Messiah (Isaiah 60).

Lesson 3 & 4: The Role of John the Baptist as a Link

- **Reading Relevant Scriptures:** Learners read the following passages and prepare PowerPoint slides for presentation on the role of John the Baptist:
 - **Isaiah 40:3-5 (The Voice in the Wilderness):** Prophecy of a forerunner who would prepare the way for the Lord.
 - **Malachi 3:1 (The Messenger):** Prophecy of a messenger who would prepare the way before the Lord.
 - **Malachi 4:5-6 (Elijah's Return):** Prophecy of Elijah being sent before the great and dreadful day of the Lord to turn the hearts of parents to their children and vice versa.
 - **Luke 7:20-35 (Jesus' Testimony about John):** Jesus identifies John as the fulfillment of these prophecies, particularly Isaiah 40:3 and Malachi 3:1, and acknowledges him as greater than any prophet before him.
- **PowerPoint Presentation and Discussion:** Groups present their slides, highlighting John the Baptist's role as:
 - **The Forerunner:** Preparing the way for Jesus' public ministry by calling people to repentance and announcing the coming of the Messiah.
 - **The Voice in the Wilderness:** Fulfilling Isaiah's prophecy through his preaching in the Judean wilderness.
 - **The Link:** Bridging the Old Testament expectation of the Messiah with the New Testament arrival of Jesus. His message of repentance and baptism for the forgiveness of sins was a transition from the Old Covenant practices to the new era inaugurated by Christ.
 - **The Fulfillment of Elijah's Role (Spirit and Power):** Jesus indicated that John came in the spirit and power of Elijah (Matthew 11:14, Luke 1:17).

Lesson 5 & 6: Infancy and Early Life of Jesus Christ

- **Group Activity (Video/Reading):** In groups, learners download and watch a video or read the following passages from Luke and discuss the events:
 - **Luke 1:5-56 (Annunciation and Visitation):** The angel Gabriel's announcement to Mary, her acceptance, and her visit to Elizabeth.
 - **Luke 1:57-80 (Birth and Prophecy of John the Baptist):** The birth of John and Zechariah's prophecy about his role.
 - **Luke 2:1-20 (Birth of Jesus):** The decree of Caesar Augustus, the journey to Bethlehem, the birth in a manger, the visit of the shepherds and the angelic announcement. (Why is the birth of Jesus important to Christians today? - Key Inquiry 1)
 - **Luke 2:21-40 (Presentation in the Temple):** The circumcision and naming of Jesus, the prophecies of Simeon and Anna.

- **Luke 2:41-52 (The Boy Jesus in the Temple):** The family's visit to Jerusalem for the Passover, Jesus staying behind, and his conversation with the teachers in the temple, demonstrating his early wisdom and understanding of Scripture.
- **Discussion:** Focus on the significance of these events:
 - **The Incarnation:** God becoming human in the person of Jesus Christ.
 - **Humility of Jesus' Birth:** Born in humble circumstances, identifying with humanity.
 - **Divine Recognition:** Angels, shepherds, Simeon, and Anna recognizing Jesus' divine identity.
 - **Jesus' Early Wisdom:** Demonstrating his unique understanding of God and Scripture even as a child.

Lesson 7 & 8: Teachings of John the Baptist and Their Relevance Today

- **Reading Luke 3:1-20:** Learners read the account of John the Baptist's ministry and teachings.
- **Discussion:** Analyze John's teachings and discuss their relevance to Christians today:
 - **Call to Repentance (Luke 3:3, 8):** Emphasizing the need for a change of heart and turning away from sin. This remains a fundamental call for all believers.
 - **Baptism for the Forgiveness of Sins (Luke 3:3):** Symbolizing cleansing and a new beginning. While Christian baptism has a different significance, the underlying principle of acknowledging sin and seeking God's forgiveness is still relevant.
 - **Warning of Judgment (Luke 3:7-9, 16-17):** Stressing the seriousness of sin and the reality of God's judgment. This serves as a reminder for believers to live lives worthy of their calling.
 - **Exhortations to Social Justice (Luke 3:10-14):** Instructing different groups (tax collectors, soldiers, the crowd) to act justly and honestly. This highlights the practical implications of repentance and faith in daily life.
 - **Announcement of the Messiah (Luke 3:15-17):** Pointing to Jesus as the one who is mightier, who will baptize with the Holy Spirit and fire. This underscores the central importance of Jesus Christ in Christian faith.

Lesson 9: Baptism of Jesus Christ and Its Relevance

- **Reading Luke 3:21-23:** Learners read the account of Jesus' baptism by John.
- **Discussion:** Analyze the significance of Jesus' baptism:
 - **Identification with Humanity:** Though sinless, Jesus identified with sinners by undergoing baptism.
 - **Beginning of Public Ministry:** It marked the official start of Jesus' earthly ministry.

- **Divine Approval:** The descent of the Holy Spirit in the form of a dove and the voice from heaven ("You are my beloved Son; with you I am well pleased") affirmed Jesus' identity and mission.
- **Example for Believers:** While Jesus' baptism had unique significance, it provides an example of obedience and public declaration of one's commitment to God. (How is baptism applicable to Christians today? - Key Inquiry 2)
- **Sharing Experiences:** Learners share experiences of how baptism is conducted in their denominations, noting the different practices and their theological meanings.
- **Relevance to Christians Today:**
 - **Following Jesus' Example:** Baptism is often seen as an act of obedience to Christ's command.
 - **Public Declaration of Faith:** It symbolizes a believer's identification with Christ's death and resurrection and their commitment to follow Him.
 - **Receiving the Holy Spirit (in some traditions):** Baptism is seen as a point of receiving the fullness of the Holy Spirit.
 - **Joining the Christian Community:** It marks entry into the body of Christ, the Church.

Lesson 10: Temptations of Jesus Christ and Overcoming Temptations

- **Reading Luke 4:1-13:** Learners read the account of Jesus' temptation in the wilderness.
- **Discussion:** Analyze the temptations Jesus faced:
 - **Turning Stones into Bread (Physical Need):** Temptation to use divine power for personal comfort.
 - **Worshiping Satan for Earthly Power (Worldly Power):** Temptation to compromise loyalty to God for worldly dominion.
 - **Testing God's Protection (Presumption):** Temptation to demand a miraculous display of God's power.
- **Jesus' Responses:** Note how Jesus overcame each temptation by quoting Scripture and remaining steadfast in His loyalty to God.
- **Relevance to Christians Today:**
 - **Understanding the Nature of Temptation:** Jesus' temptations show that even the Son of God faced trials.
 - **The Power of Scripture:** Jesus used God's Word as a weapon against temptation.
 - **Importance of Loyalty to God:** Jesus' unwavering obedience to the Father is an example for believers.
 - **God's Provision of Strength:** Just as angels ministered to Jesus, God provides strength to believers facing temptation.
- **Brainstorming:** Learners brainstorm common temptations they encounter as young Christians.

- **Reflection Journal:** Learners write a reflection journal entry on how they can utilize the virtues exemplified by Jesus (faithfulness to God's Word, prayer, reliance on the Holy Spirit) to overcome temptations in their day-to-day lives.

SUB-STRAND 2.3: GALILEAN MINISTRY (SELECTED TEACHINGS)

Introduction: Jesus' Galilean ministry was a significant period marked by extensive teaching, powerful miracles, and growing opposition. Understanding these selected teachings provides crucial insights into the core of Jesus' message, the nature of discipleship, and the Kingdom of God.

Lesson 1: Jesus Christ's Rejection at Nazareth

- **Sharing Experiences:** Learners share personal experiences of being rejected for their beliefs or faith.
- **Brainstorming Persecution:** Discuss why Christians are persecuted today in various parts of the world.
- **Reading Luke 4:14-30:** Learners read the account of Jesus' return to his hometown of Nazareth and his rejection in the synagogue.
- **Key Points:**
 - **Jesus Reads from Isaiah (Luke 4:16-19):** He reads a passage about the Messiah being anointed to preach good news to the poor, proclaim freedom, heal the brokenhearted, etc.
 - **Initial Positive Response (Luke 4:22):** The people were initially amazed by his gracious words.
 - **Jesus' Challenge (Luke 4:23-27):** Jesus alludes to the fact that prophets are often not accepted in their hometown and reminds them of God's favor extending to Gentiles (the widow of Zarephath and Naaman the Syrian).
 - **Rejection and Anger (Luke 4:28-30):** The people became furious at his implication that God's grace extends beyond Israel and tried to throw him off a cliff.
- **Significance:** This event foreshadows the wider rejection Jesus would face and highlights the resistance to his message, even from those who knew him best. It also hints at the universal scope of God's salvation.

Lesson 2: Christ's Opposition by the Pharisees and Scribes

- **Reading Luke 5:12-39 & 6:1-11:** Learners read accounts of Jesus' interactions and conflicts with the Pharisees and Scribes.
- **Key Points and Reasons for Opposition:**

- **Healing on the Sabbath (Luke 6:6-11):** Jesus healed a man with a withered hand on the Sabbath, challenging their strict interpretation of the Sabbath law. They saw this as breaking the law.
- **Eating with Sinners and Tax Collectors (Luke 5:27-32):** Jesus associated with those considered outcasts, declaring that he came to call sinners, not the righteous. The Pharisees questioned his holiness and association.
- **Not Fasting Like Them (Luke 5:33-39):** Jesus' disciples did not fast as the Pharisees did. Jesus explained that it was a time of celebration with the bridegroom present. He used the analogy of old and new wineskins to illustrate the new way he was bringing.
- **Questioning His Authority (Various instances):** The Pharisees and Scribes often challenged Jesus' authority to forgive sins, interpret the Law, and perform miracles.
- **Significance:** This opposition reveals the clash between Jesus' radical message of grace, love, and the true spirit of the Law, and the rigid legalism and self-righteousness of the religious leaders.

Lesson 3: Qualities of True Discipleship (Introduction)

- **Singing:** Sing a song about the call of the disciples (e.g., "I Will Make You Fishers of Men").
- **Reading Luke 6:12-16:** Learners read about Jesus choosing the twelve apostles.
- **Designing Flashcards:** Learners design flashcards with the names of the twelve disciples.
- **Introduction to Discipleship:** Begin discussing what it means to be a true follower (disciple) of Jesus Christ.

Lesson 4: Qualities of True Discipleship (Luke 6:27-38)

- **Group Reading and Summary:** In groups, learners read Luke 6:27-38 and summarize the key qualities of true discipleship presented by Jesus.
- **Key Qualities:**
 - **Love Your Enemies (Luke 6:27-28):** A radical call to extend love and blessing even to those who hate and curse you.
 - **Do Good to Those Who Hate You (Luke 6:27):** Active kindness towards those who are hostile.
 - **Bless Those Who Curse You (Luke 6:28):** Responding to negativity with positive words.
 - **Pray for Those Who Mistreat You (Luke 6:28):** Interceding for those who harm you.
 - **Turn the Other Cheek (Luke 6:29):** Non-retaliation when wronged.
 - **Give to Everyone Who Asks (Luke 6:30):** Generosity and willingness to share.

- **Do to Others as You Would Have Them Do to You (The Golden Rule - Luke 6:31):** A fundamental principle of ethical behavior.
- **Love Your Enemies and Do Good Without Expecting Anything in Return (Luke 6:35):** Unconditional love that reflects God's own love.
- **Be Merciful, Just as Your Father is Merciful (Luke 6:36):** Imitating God's compassion.
- **Do Not Judge, and You Will Not Be Judged (Luke 6:37):** Avoiding condemnation of others.
- **Forgive, and You Will Be Forgiven (Luke 6:37):** Extending pardon to those who wrong you.
- **Give, and It Will Be Given to You (Luke 6:38):** Generosity leads to abundance.

Lesson 5: Qualities of True Discipleship (Luke 6:39-49)

- **Group Reading and Summary:** In groups, learners read Luke 6:39-49 and continue to identify qualities and warnings for disciples.
- **Key Qualities and Warnings:**
 - **Blind Leading the Blind (Luke 6:39):** Warning against following unqualified or misguided leaders.
 - **A Disciple is Not Above Their Teacher (Luke 6:40):** Emphasizing the need for humility and ongoing learning.
 - **Dealing with the Speck and the Log (Luke 6:41-42):** Addressing hypocrisy – focusing on others' flaws while ignoring one's own.
 - **Good Tree Bears Good Fruit (Luke 6:43-45):** True character is revealed through actions and words.
 - **The Wise and Foolish Builders (Luke 6:46-49):** Obedience to Jesus' teachings is the foundation of a secure life (skit performance).

Lesson 6: Sermon on the Plain - Blessings and Woes (Luke 6:17-26)

- **Group Reading and Presentation:** In groups, learners read Luke 6:17-26 and outline the blessings and woes, preparing a presentation for the class.
- **Blessings (Luke 6:20-23):**
 - **Blessed are the poor in spirit, for theirs is the kingdom of God.** (Spiritual humility and dependence on God)
 - **Blessed are those who hunger now, for they will be satisfied.** (A deep longing for righteousness)
 - **Blessed are those who weep now, for they will laugh.** (Mourning over sin and suffering leading to future joy)

- **Blessed are you when people hate you, exclude you, insult you, and reject your name as evil because of the Son of Man.** (Persecution for following Jesus)
- **Woes (Luke 6:24-26):**
 - **Woe to you who are rich, for you have already received your comfort.** (Reliance on earthly wealth leading to spiritual poverty)
 - **Woe to you who are well fed now, for you will go hungry.** (Complacency and lack of spiritual hunger)
 - **Woe to you who are laughing now, for you will mourn and weep.** (Superficial joy that will turn to sorrow)
 - **Woe to you when everyone speaks well of you, for that is how their ancestors treated the false prophets.** (Seeking worldly approval rather than God's truth)
- **Lessons Learnt:** Discuss the paradoxical nature of these blessings and woes and the values they emphasize.

Lesson 7: Sermon on the Plain - Love for Enemies and Judging Others (Luke 6:27-45)

- **Group Reading and Presentation:** In groups, learners read Luke 6:27-45 again, focusing on the teachings about loving enemies and judging others, and present their lessons learnt.
- **Lessons Learnt:**
 - **Radical Love:** The counter-cultural command to love even those who hate us.
 - **Breaking Cycles of Retaliation:** Choosing forgiveness and non-violence.
 - **God's Unconditional Love as the Model:** Imitating God's love that extends to all.
 - **The Danger of Hypocrisy in Judgment:** Addressing our own flaws before criticizing others.
 - **The Connection Between Inner Character and Outward Actions:** Our words and deeds reveal our true nature.

Lesson 8: Sermon on the Plain - The Wise and Foolish Builders (Luke 6:46-49)

- **Reading and Discussion:** Read Luke 6:46-49 again as a class.
- **Chart Creation:** Learners write the lessons learnt from this parable on a chart.
- **Skit Performance:** Groups perform a skit based on the parable of the wise and foolish builders.
- **Lessons Learnt:**
 - **Hearing and Obeying Jesus' Words is Crucial:** It's not enough to just listen; action is required.
 - **Obedience Provides a Strong Foundation:** Building our lives on Jesus' teachings provides resilience in times of trouble.

- **Disobedience Leads to Collapse:** Ignoring Jesus' words leaves us vulnerable to life's storms.
- **The Importance of a Solid Foundation:** Our faith and life must be rooted in Christ.

Lesson 9: Jesus' Works of Compassion (Luke 7:1-17)

- **Pair Discussion:** Learners discuss how they practice kindness and help those in need.
- **Reading and Summarizing:** Learners read and summarize the following accounts of Jesus' compassion:
 - **Luke 7:1-10 (Healing the Centurion's Servant):** Jesus' willingness to help a Gentile based on the centurion's great faith. His compassion transcends social boundaries.
 - **Luke 7:11-17 (Raising the Widow's Son at Nain):** Jesus' deep empathy for the grieving widow and his powerful act of raising her son from the dead. His compassion brings life and comfort.
- **Significance:** These miracles demonstrate Jesus' deep care for individuals, his power over sickness and death, and the compassion that motivates his actions.
- **Relevance Today:** Christians are called to emulate Jesus' compassion by showing kindness, helping the needy, and caring for the suffering in their communities.

Lesson 10: Forgiveness and Compassion (Luke 7:36-50)

- **Sharing Experiences:** Learners share (if comfortable) experiences of being forgiven when they wronged others.
- **Reading Luke 7:36-50 (The Sinful Woman Anoints Jesus):** Learners read the story of the woman who anointed Jesus' feet with perfume.
- **Outlining Lessons Learnt:** Learners outline the lessons learnt from this story:
 - **The Depth of Forgiveness:** Jesus' willingness to forgive even those with a "sinful" past.
 - **The Importance of Love and Gratitude:** The woman's extravagant display of love was a response to Jesus' forgiveness.
 - **The Pharisees' Self-Righteousness:** Simon's judgmental attitude contrasted with the woman's humility and love.
 - **True Worship Comes from a Forgiven Heart:** Recognizing and appreciating God's forgiveness leads to genuine devotion.
- **Song Composition:** In groups, learners compose a song based on the story of the forgiving the sinful woman. Peers critique and rate each group's performance.

Lesson 11: Parable of the Sower (Luke 8:4-21)

- **Group Role-Play:** In groups, learners role-play the parable of the sower.
- **Reading Luke 8:4-15 (Explanation of the Parable):** Read the parable and Jesus' explanation.
- **Key Interpretations:**
 - **The Sower:** Jesus (and by extension, those who share the Gospel).
 - **The Seed:** The Word of God.
 - **The Different Soils:** Represent different types of hearts and responses to the Word:
 - **Path:** Those who hear but do not understand, and the devil snatches the word away.
 - **Rocks:** Those who receive the word with joy but have no deep roots and fall away in times of testing.
 - **Thorns:** Those who hear but are choked by worldly worries, wealth, and pleasures, producing no mature fruit.
 - **Good Soil:** Those who hear the word, understand it, accept it, and persevere, producing a fruitful harvest.
- **Poster Creation:** Learners create a poster summarizing the lessons learnt from the parable of the sower and display it in class.
- **Further Teachings (Luke 8:16-21):** Discuss the importance of letting your light shine and the true family of Jesus being those who hear God's word and put it into practice.

Lesson 12: Jesus' Mighty Works (Miracles)

- **Watching a Video:** Watch a video showcasing some of Jesus' mighty works recorded in Luke (e.g., healing the demon-possessed man - Luke 4:31-37, calming the storm - Luke 8:22-25, healing the woman with the issue of blood and raising Jairus' daughter - Luke 8:40-56, feeding the five thousand - Luke 9:10-17).
- **Outlining Lessons Learnt:** In groups, learners outline the lessons learnt from these miracles and prepare notes or PowerPoint presentations.
- **Significance of Miracles:**
 - **Demonstrate Jesus' Power and Authority:** Over nature, sickness, death, and evil spirits.
 - **Confirm His Identity as the Messiah:** Pointing to the power of God at work in him.
 - **Show God's Compassion and Love:** Motivated by care for human suffering.
 - **Foreshadow the Kingdom of God:** Indicating the restoration and healing that will be fully realized in God's kingdom.
 - **Call People to Faith:** Often prompting belief in Jesus.
- **Relevance Today:** While Jesus is not physically performing miracles in the same way, believers trust in his ongoing power and the possibility of God's intervention in their lives. These stories encourage faith and reliance on God.

SUB-STRAND 2.4: PAUL'S FIRST LETTER TO THE CORINTHIANS

Introduction: Paul's first letter to the Corinthians is a significant New Testament text that addresses various issues plaguing the early church in Corinth. These issues, ranging from divisions and immorality to questions about Christian living, offer valuable insights for Christians today.

Lesson 1: Introduction to 1 Corinthians and Causes of Divisions

- **Brainstorming "Epistle":** In pairs, learners brainstorm the meaning of the word "Epistle" (a letter, usually formal and didactic, often intended for public reading).
- **Background to Corinth:** Briefly introduce the city of Corinth: a major port city in ancient Greece, known for its diverse population, commercial activity, and moral laxity. This context helps understand the challenges faced by the early church there.
- **Brainstorming Divisions Today:** Discuss potential causes of divisions within the church today (e.g., differing interpretations of scripture, personality clashes, social status, cultural differences, theological disagreements).
- **Reading 1 Corinthians 1-4:** Learners read 1 Corinthians chapters 1-4, focusing on the causes of divisions in the Corinthian church.
- **Causes of Divisions in Corinth:**
 - **Following Different Leaders (1 Corinthians 1:10-17, 3:4-9):** Some believers identified themselves with specific apostles or teachers like Paul, Apollos, Cephas (Peter), or even Christ, leading to factions and rivalries.
 - **Worldly Wisdom vs. God's Wisdom (1 Corinthians 1:18-2:16):** Some Corinthians were valuing human eloquence and philosophical arguments over the simple message of the cross, which Paul preached.
 - **Pride and Arrogance (1 Corinthians 4:6-7, 18-20):** Believers were becoming puffed up with pride, possibly over their spiritual gifts or social standing, leading to disrespect and conflict.
 - **Immature Understanding of Spiritual Gifts (Implicit in later chapters):** While not the primary cause of the initial divisions, differing views and valuing certain gifts over others could have contributed to tensions.

Lesson 2: Paul's Response to Divisions in the Corinthian Church

- **Pair Brainstorming:** In pairs, learners brainstorm how Paul might have addressed these divisions.
- **Paul's Strategies (Based on 1 Corinthians 1-4):**
 - **Appealing to Unity in Christ (1 Corinthians 1:10-13):** Paul urged them to be united in mind and judgment, emphasizing that they were all part of one body in Christ and that Christ himself was not divided.

- **Emphasizing the Centrality of the Cross (1 Corinthians 1:18-25):** Paul highlighted that the message of the cross, though foolish to the world, is the power and wisdom of God. This should be their common ground.
- **Highlighting the Role of Ministers as Servants (1 Corinthians 3:5-9):** Paul presented himself and Apollos as mere servants through whom believers came to faith, emphasizing that God gives the growth and deserves the glory.
- **Warning Against Pride and Arrogance (1 Corinthians 4:6-7):** Paul reminded them that all their gifts and abilities came from God, so there was no basis for boasting or looking down on others.
- **Calling for Humility and Imitation of Christ (1 Corinthians 4:16-17):** Paul urged them to imitate his example, which was rooted in humility and service, just as Christ was.
- **Focusing on Spiritual Growth (1 Corinthians 3:1-3):** Paul addressed them as infants in Christ, implying a need for maturity that transcends petty rivalries.

Lesson 3: Factors Uniting a Church Today (Church Visit)

- **Local Church Visit:** In groups, learners visit a local church (with permission and appropriate arrangements).
- **Interviewing Members:** They interview church members (respectfully and with prepared questions) on the factors that unite them as a congregation. Potential questions could include:
 - What are the core beliefs that bring you together?
 - How does your church handle disagreements?
 - What activities or programs foster unity?
 - How does your leadership promote unity?
 - What does unity in the church mean to you?
- **Analyzing Findings and Report:** Groups analyze their findings, identify common themes, and prepare a report (using a digital device if available) on the factors that unite the church they visited.

Lesson 4: Presentation and Discussion on Church Unity

- **Report Presentation:** Groups present their reports on the factors uniting their visited church.
- **Class Discussion:** Facilitate a class discussion comparing the challenges faced by the Corinthian church with the factors promoting unity in the visited church. Draw parallels and contrasts.
- **Principles for Church Unity Today:** Based on Paul's teachings and the church visit findings, discuss key principles for maintaining unity in the church today:
 - **Focus on Christ:** Making Jesus the central point of unity.

- **Humility and Service:** Valuing others above ourselves and serving one another.
- **Love and Forgiveness:** Extending grace and pardon.
- **Respect for Different Gifts and Roles:** Recognizing that each member has a valuable contribution.
- **Sound Doctrine:** Agreement on the core truths of the Christian faith.
- **Effective Communication and Conflict Resolution:** Addressing disagreements in a Christ-like manner.

Lesson 5: Moral Issues Facing Youth Today

- **Brainstorming:** In groups, learners brainstorm moral issues commonly facing youth today (e.g., substance abuse, premarital sex, cyberbullying, dishonesty, peer pressure, negative media influence, materialism).
- **Suggesting Possible Solutions:** For each identified issue, groups suggest possible solutions from a Christian perspective (e.g., seeking godly counsel, setting boundaries, prioritizing spiritual growth, choosing positive influences, engaging in service).

Lesson 6: Immorality in the Corinthian Church (1 Corinthians 5-6)

- **Reading 1 Corinthians 5-6:** Learners read these chapters, focusing on the specific issues of immorality Paul addresses.
- **Issue of Incest (1 Corinthians 5:1-13):** Paul expresses shock and condemnation over a case of incest that the church was tolerating. He calls for the excommunication of the unrepentant individual for the sake of the church's purity and the individual's eventual repentance.
- **Issue of Lawsuits Among Believers (1 Corinthians 6:1-11):** Paul rebukes the Corinthians for taking each other to secular courts, highlighting the shame it brought upon the Christian community and questioning their inability to resolve disputes internally.
- **Issue of Sexual Immorality (1 Corinthians 6:12-20):** Paul addresses the prevalent sexual immorality in Corinth, emphasizing that believers' bodies are temples of the Holy Spirit and should not be defiled. He calls for fleeing sexual immorality and glorifying God with their bodies.

Lesson 7: Paul's Response to Immorality in Corinth

- **Analyzing Paul's Approach:** Discuss how Paul addressed the issue of immorality in the Corinthian church:
 - **Direct and Strong Language:** Paul did not shy away from clearly condemning the sinful behaviors.

- **Emphasis on Church Purity:** He stressed the importance of maintaining holiness within the Christian community.
- **Discipline and Accountability:** He called for church discipline (excommunication in the case of incest) as a means of correction and protection.
- **Focus on the Body as the Temple of the Holy Spirit:** He provided a theological basis for sexual purity, emphasizing the sacredness of the believer's body.
- **Call to Flee Immorality:** He urged believers to actively avoid situations that could lead to sexual sin.
- **Glorifying God with Their Bodies:** He presented a positive vision of using their bodies to honor God.
- **Addressing Underlying Attitudes:** He challenged the Corinthians' seemingly permissive attitude towards sin.

Lesson 8: Modeling Good Morals and Assisting Those Affected

- **Group Questionnaire Design:** In groups, learners design a short questionnaire to collect data (hypothetically or by interviewing a few willing individuals) on how Christians can assist those affected by moral issues (e.g., addiction, broken relationships, consequences of sexual sin). Questions could focus on support, forgiveness, guidance, and practical help.
- **Daily Reflection Journal:** Learners write a daily reflection journal entry (for the duration of this sub-strand or a shorter period) focusing on specific virtues and values they are consciously trying to exercise for upright living as a youth, drawing inspiration from Paul's teachings on morality. Examples of virtues could include self-control, purity, honesty, love, and respect.
- **Conclusion:** Paul's first letter to the Corinthians provides timeless guidance on dealing with divisions and moral challenges within the church. His emphasis on unity in Christ, the importance of holiness, and the call to live lives that honor God remain crucial for Christians today.

STRAND: 3.0 CHURCH IN ACTION

SUB-STRAND 3.1: THE HOLY SPIRIT

Introduction: The Holy Spirit is the third person of the Trinity, fully God, and plays a vital role in the life of the Church and individual believers. This sub-strand explores the outpouring of the Holy Spirit at Pentecost and His ongoing work in the lives of Christians.

Lesson 1: Understanding Pentecost

- **Brainstorming "Pentecost":** Learners brainstorm the meaning of the word "Pentecost." Guide them to understand its Jewish origins as a feast celebrated fifty days after Passover (Leviticus 23:15-21), marking the harvest festival and later commemorating the giving of the Law on Mount Sinai.
- **Transition to Christian Pentecost:** Explain that for Christians, Pentecost marks the fulfillment of Jesus' promise to send the Holy Spirit (John 14:16-17) and the birth of the Church.

Lesson 2: The Outpouring of the Holy Spirit on the Day of Pentecost (Acts 2:1-13)

- **Reading Acts 2:1-13:** Learners read the account of the Day of Pentecost.
- **Describing the Outpouring:** Discuss the key events of the outpouring:
 - **The Setting:** The disciples were gathered together in one place.
 - **The Sound:** A sound like the blowing of a violent wind came from heaven and filled the whole house.
 - **The Sight:** They saw what seemed to be tongues of fire that separated and came to rest on each of them.
 - **The Filling:** All of them were filled with the Holy Spirit.
 - **The Speaking in Tongues:** They began to speak in other tongues (languages) as the Spirit enabled them. This was a supernatural ability to communicate in languages they had not learned.
 - **The Diverse Crowd:** Jews from all over the Roman Empire were in Jerusalem for the festival.
 - **Their Amazement and Confusion:** The visitors were astonished to hear the disciples speaking in their own languages, proclaiming the wonders of God. Some mocked, suggesting they were drunk.

Lesson 3: Peter's Message on the Day of Pentecost (Acts 2:14-40)

- **Reading Acts 2:14-40:** Learners read Peter's sermon to the crowd.
- **Writing Notes on Peter's Message:** Guide learners to take notes on the key points of Peter's message:

- **Addressing the Mockers (Acts 2:15-21):** Peter refuted the accusation of drunkenness, explaining that this was the fulfillment of Joel's prophecy about the outpouring of the Spirit in the last days (Joel 2:28-32).
- **Proclaiming Jesus as Lord and Messiah (Acts 2:22-36):** Peter recounted Jesus' miracles, crucifixion, and resurrection, emphasizing that this Jesus was the Messiah, the Lord, whom God had raised from the dead. He quoted Old Testament scriptures (Psalms 16 and 110) to support his claims.
- **The Call to Repentance and Baptism (Acts 2:37-38):** Upon hearing Peter's powerful message, the people were cut to the heart and asked what they should do. Peter urged them to repent and be baptized in the name of Jesus Christ for the forgiveness of their sins, promising that they would receive the gift of the Holy Spirit.
- **Promise to All (Acts 2:39):** Peter emphasized that this promise of the Holy Spirit was not just for those present but also for their children and all who are far off—for all whom the Lord our God will call.
- **Exhortation and Conversion (Acts 2:40):** Peter continued to exhort them and pleaded with them to save themselves from this corrupt generation. About three thousand people were baptized that day and added to their number.

Lesson 4: Lessons Learnt from the Day of Pentecost

- **Outlining Lessons:** In groups, learners outline the significant lessons learnt from the events of Pentecost and Peter's message.
- **Key Lessons:**
 - **Fulfillment of Prophecy:** God's promises are reliable and come to pass.
 - **The Power of the Holy Spirit:** The Holy Spirit empowers believers for witness and service.
 - **The Birth of the Church:** Pentecost is considered the birth of the Christian Church as the Spirit united believers.
 - **The Universality of the Gospel:** The ability to speak in different languages symbolized the gospel's reach to all nations.
 - **The Importance of Repentance and Baptism:** These are the initial steps of obedience for those who believe in Jesus.
 - **The Gift of the Holy Spirit:** The Holy Spirit is a gift promised to all believers.
 - **Bold Proclamation of the Gospel:** Peter's courage in proclaiming Jesus as Lord and Messiah is an example for believers.
 - **The Transforming Power of the Gospel:** Thousands were converted and added to the early church.

Lesson 5 & 6: Jesus' Teachings on the Role of the Holy Spirit

- **Reading Relevant Scriptures:** Learners read and take notes on Jesus' teachings about the Holy Spirit:
 - **John 14:15-17 (The Advocate/Counselor):** Jesus promises to send the Holy Spirit, the Advocate (also translated as Counselor, Helper, Comforter), who will be with believers forever and is the Spirit of truth. The world cannot accept Him because it neither sees Him nor knows Him, but believers know Him because He lives with them and will be in them.
 - **John 14:25-26 (Teaching and Reminding):** Jesus states that the Holy Spirit, whom the Father will send in His name, will teach believers all things and will remind them of everything Jesus has said to them.
 - **John 16:7-11 (Convicting the World):** Jesus explains that it is for their good that He is going away, because if He does not go, the Advocate will not come. When He comes, He will prove the world to be in the wrong about sin, righteousness, and judgment.
 - **John 16:12-15 (Guiding into All Truth):** Jesus says that the Holy Spirit will guide believers into all truth. He will not speak on His own; He will speak only what He hears, and He will tell them what is yet to come. He will glorify Jesus by taking from what is Jesus' and making it known to them.
 - **Acts 1:6-8 (Power for Witness):** Just before His ascension, Jesus tells His disciples that they will receive power when the Holy Spirit comes on them, and they will be His witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.
- **Explaining the Role of the Holy Spirit:** Based on these teachings, discuss the various roles of the Holy Spirit in the life of a believer:
 - **Advocate/Counselor/Helper/Comforter:** Providing support, guidance, and strength.
 - **Spirit of Truth:** Revealing and guiding believers into God's truth.
 - **Teacher:** Instructing and illuminating God's Word.
 - **Remembrancer:** Helping believers recall Jesus' teachings.
 - **Convictor:** Convincing the world (and individuals) of sin, righteousness, and judgment.
 - **Guide:** Leading believers into God's will and purpose.
 - **Glorifier of Jesus:** Pointing believers to Christ and exalting Him.
 - **Empowerer for Witness:** Giving believers the ability and boldness to share the gospel.

Lesson 7: The Role of the Holy Spirit in the Life of a Christian (Resource Person)

- **Engaging a Resource Person:** Invite a pastor or priest to speak to the class about the practical role of the Holy Spirit in the daily life of a Christian. Prepare questions beforehand, focusing on:
 - How does the Holy Spirit guide believers in their decisions?

- What is the role of the Holy Spirit in prayer?
- How does the Holy Spirit empower believers to overcome sin?
- How does the Holy Spirit manifest through spiritual gifts?
- How can a Christian cultivate a closer relationship with the Holy Spirit?
- **Note-Taking:** Learners take notes during the resource person's presentation, focusing on practical applications.

Lesson 8: Involving the Holy Spirit in Daily Life

- **Discussion:** Discuss practical ways Christians can involve the Holy Spirit in their daily lives, drawing from previous lessons and the resource person's insights. Examples include:
 - **Prayer:** Asking for the Holy Spirit's guidance, strength, and comfort.
 - **Reading and Meditating on Scripture:** Allowing the Holy Spirit to illuminate God's Word.
 - **Seeking Godly Counsel:** Recognizing the Holy Spirit often works through other believers.
 - **Obedience to God's Word:** Yielding to the Holy Spirit's leading.
 - **Being Aware of Spiritual Promptings:** Discerning the Holy Spirit's voice.
 - **Exercising Spiritual Gifts:** Using the gifts the Holy Spirit provides for the benefit of others.
 - **Living a Life of Repentance:** Allowing the Holy Spirit to convict and transform.
- **Reflection Journal:** Learners write a reflection journal entry on specific ways they can intentionally involve the Holy Spirit in their thoughts, decisions, and actions throughout the day. They can reflect on areas where they need the Holy Spirit's help and how they will seek His guidance.

SUB-STRAND 3.2: THE GIFTS OF THE HOLY SPIRIT

Introduction: The gifts of the Holy Spirit are divine empowerments given to believers for the building up of the Church and the extension of God's Kingdom. Understanding, discerning, and utilizing these gifts is crucial for the Church to function effectively and for individual Christians to serve God.

Lesson 1: Understanding the Gifts of the Holy Spirit

- **Brainstorming:** Learners brainstorm the meaning of "gifts of the Holy Spirit." Guide them to understand that these are not natural talents but supernatural abilities bestowed by the Holy Spirit. They are diverse and given according to God's will for the common good (1 Corinthians 12:7).
- **Sharing Findings:** Learners share their understanding with the class, leading to a collective definition.

Lesson 2: The Nine Gifts of the Holy Spirit (1 Corinthians 12:8-11)

- **Reading 1 Corinthians 12:8-11:** Learners read this key passage outlining nine specific gifts of the Holy Spirit.
- **Outlining the Gifts:** Learners list the nine gifts mentioned by Paul:
 1. **The word of wisdom:** Supernatural insight into God's purposes and plans, enabling one to apply knowledge effectively in specific situations.
 2. **The word of knowledge:** Supernatural revelation of facts and information that one has not learned through natural means.
 3. **Faith:** A supernatural trust and confidence in God that goes beyond natural human ability, enabling one to believe for the impossible.
 4. **Gifts of healing:** Supernatural power to heal physical and mental infirmities, often instantaneously and without medical means.
 5. **Miraculous powers:** Supernatural ability to perform extraordinary acts that defy natural laws, demonstrating God's power.
 6. **Prophecy:** Speaking forth God's message with clarity, conviction, and relevance, often involving encouragement, edification, comfort, and sometimes foretelling.
 7. **Distinguishing between spirits:** Supernatural ability to discern whether a message or influence is from God, human spirit, or an evil spirit.
 8. **Speaking in different kinds of tongues:** Supernatural ability to speak in languages one has never learned, often for prayer, praise, or as a sign.
 9. **The interpretation of tongues:** Supernatural ability to understand and communicate the meaning of a message spoken in tongues.

Lesson 3: Classifying the Gifts of the Holy Spirit

- **Group Activity:** In groups, learners classify the nine gifts into three broad categories based on their primary function.
- **Three Categories:**
 - **Word Gifts (Revelation Gifts):** These gifts involve supernatural communication and revelation of God's mind and will.
 - The word of wisdom
 - The word of knowledge
 - Distinguishing between spirits
 - **Power Gifts:** These gifts involve supernatural demonstrations of God's power and ability.
 - Faith
 - Gifts of healing
 - Miraculous powers
 - **Vocal Gifts (Speaking Gifts):** These gifts involve supernatural utterance and communication.
 - Prophecy

- Speaking in different kinds of tongues
 - The interpretation of tongues
- **Discussion:** Discuss the characteristics of each category and how the individual gifts within them function.

Lesson 4: Distinguishing True and False Prophecy

- **Buzz Session:** Learners participate in a brief "buzz session" sharing their initial thoughts on how to distinguish between true and false prophecy (building on knowledge from Sub-strand 1.8).

Lesson 5 & 6: Criteria for Discerning the Gifts of the Holy Spirit (Bible Commentary/Online Research)

- **Group Research:** In groups, learners use reputable Bible commentaries and online sources to research criteria for discerning the gifts of the Holy Spirit.
- **Report Preparation:** Groups prepare a report of their findings for presentation to the class.
- **Key Criteria for Discerning Gifts (Based on Research):**
 - **Edification of the Church (1 Corinthians 14:3-5, 12, 26):** True gifts will build up, encourage, and strengthen the body of Christ, not just individual egos.
 - **Exaltation of Jesus Christ (1 Corinthians 12:3; 1 John 4:2-3):** Any genuine manifestation of the Spirit will ultimately honor and point to Jesus as Lord.
 - **Alignment with Scripture:** The use and interpretation of gifts must be consistent with the clear teachings of the Bible. God's Spirit will not contradict God's Word.
 - **Orderliness and Decency (1 Corinthians 14:23, 40):** The exercise of gifts should be done in an orderly and respectful manner, avoiding chaos and confusion.
 - **Love as the Motivating Factor (1 Corinthians 13):** The greatest gift is love, and all other gifts should be exercised in love for God and others.
 - **Humility (Philippians 2:3):** Genuine spiritual gifts should lead to humility and service, not pride or self-exaltation.
 - **Good Fruit (Matthew 7:15-20; Galatians 5:16-26):** The lives of those exercising the gifts should bear the fruit of the Spirit (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control).
 - **Witness of Other Believers:** The discernment of gifts often involves the confirmation and wisdom of mature Christian leaders and the wider church community.

Lesson 7: Manifestation of the Gifts of the Holy Spirit in the Church Today

- **Brainstorming:** Learners brainstorm ways they have seen or heard about the gifts of the Holy Spirit being manifested in the Church today.
- **Note-Taking/PowerPoint Preparation:** Learners make notes or prepare PowerPoint slides illustrating the manifestation of the gifts in contemporary Christian contexts. Examples might include:
 - **Word of Wisdom/Knowledge:** Insightful guidance given in church leadership, counseling, or personal situations.
 - **Faith:** Believers trusting God for miraculous healings, provisions, or breakthroughs.
 - **Gifts of Healing:** Individuals being healed through prayer and the laying on of hands.
 - **Miraculous Powers:** Extraordinary events occurring that defy natural explanation (though these can be debated and require careful discernment).
 - **Prophecy:** Messages shared in church services that encourage, edify, and challenge believers.
 - **Distinguishing of Spirits:** Leaders discerning false teachings or demonic influence within the church.
 - **Speaking in Tongues:** Individuals praying or praising God in languages they haven't learned (often requiring interpretation for public edification).
 - **Interpretation of Tongues:** Believers understanding and conveying the meaning of messages spoken in tongues.
- **Presentation and Discussion:** Learners present their notes/slides, and the class discusses the various ways the gifts are manifested today, emphasizing the need for discernment and biblical understanding. (How are the gifts of the Holy Spirit Manifested in the Church today? - Key Inquiry 2)

Lesson 8: Desiring and Seeking the Gifts of the Holy Spirit

- **Scriptural Guidance:** Discuss relevant scriptures encouraging believers to desire and seek spiritual gifts (1 Corinthians 12:31, 14:1, 14:39). Emphasize that the motivation should be to build up the Church and serve others, not for personal glory.
- **Practical Steps:** Discuss practical ways individuals can desire and seek the gifts:
 - **Prayer:** Asking God specifically for the gifts they feel led to desire.
 - **Studying Scripture:** Understanding the nature and purpose of the gifts.
 - **Faith:** Believing that God still gives these gifts today.
 - **Being Open and Available:** Willing to be used by God in whatever way He chooses.
 - **Seeking Mentorship:** Connecting with mature believers who understand and operate in the gifts.
 - **Participating in Church Life:** Creating opportunities for the gifts to be manifested.

- **Conclusion:** The gifts of the Holy Spirit are vital tools for the Church's mission and the spiritual growth of believers. Discerning and utilizing these gifts with wisdom, love, and a focus on Christ is essential for the vibrant and effective functioning of the body of Christ. (Why are the gifts of the Holy Spirit important in the life of a Christian? - Key Inquiry 1)

SUB-STRAND 3.3: THE HOLY TRINITY

Introduction: The doctrine of the Holy Trinity is a foundational belief in Christianity, affirming that there is one God who eternally exists as three distinct persons: the Father, the Son (Jesus Christ), and the Holy Spirit. Understanding this concept is crucial for comprehending the nature of God and His relationship with humanity.

Lesson 1: Explaining the Meaning of the Holy Trinity

- **Explaining the Meaning:** The Holy Trinity is the Christian doctrine that God is one being in three co-equal, co-eternal persons:
 - **God the Father:** The creator and sustainer of the universe, the ultimate authority and source of all things.
 - **God the Son (Jesus Christ):** The Word made flesh, fully God and fully human, who came to earth to redeem humanity through His life, death, and resurrection.
 - **God the Holy Spirit:** The third person of the Trinity, the active power of God in the world, who convicts, regenerates, indwells, empowers, and guides believers.
- **Key Concepts:**
 - **One God:** Christianity is monotheistic, believing in one God (Deuteronomy 6:4). The Trinity does not mean three separate gods.
 - **Three Persons:** The Father, Son, and Holy Spirit are distinct persons, each with their own roles and relationships, yet all fully divine.
 - **Co-equal:** The Father, Son, and Holy Spirit are equal in divinity, majesty, and power. None is subordinate or superior to the others.
 - **Co-eternal:** The Father, Son, and Holy Spirit have existed together eternally. There was never a time when one existed without the others.
- **Why Learn the Doctrine of the Holy Trinity? (Key Inquiry Question):**
 - **Understanding God's Nature:** It provides a deeper understanding of the complex yet unified nature of God.
 - **Appreciating God's Love:** It reveals the Father's love in sending His Son and the Spirit's work in applying redemption.
 - **Proper Worship:** It guides Christians in how to relate to and worship the triune God.
 - **Foundation of Christian Beliefs:** Many other Christian doctrines (salvation, incarnation, the Holy Spirit's work) are rooted in the Trinity.

- **Spiritual Growth:** A correct understanding of God leads to a richer and more meaningful relationship with Him.

Lesson 2: Reciting Philemon 1:3 and Appreciating the Holy Trinity

- **Writing and Reciting Philemon 1:3:** Learners write Philemon 1:3 on flashcards and recite it: "Grace to you and peace from God our Father and the Lord Jesus Christ."
- **Appreciating the Holy Trinity in the Verse:** Discuss how this verse, though not explicitly mentioning the Holy Spirit, reflects the core of the Trinity:
 - **God our Father:** Acknowledges the Father as the source of grace and peace.
 - **The Lord Jesus Christ:** Recognizes Jesus as distinct from the Father, yet also a source of grace and peace, implying His divine nature and authority.
 - **Implicit Presence of the Holy Spirit:** While not named, the grace and peace mentioned are often understood to be mediated through the work of the Holy Spirit in the lives of believers.
- **Reflection:** Encourage learners to reflect on the grace and peace they experience as believers and to recognize the roles of the Father and the Son in providing these blessings, with the Holy Spirit as the one who makes them real in their lives.

Lesson 3: Describing Three Roles of the Holy Trinity

- **Reading Relevant Scriptures:** Learners read the following scriptures and make notes on the roles of the Holy Trinity:
 - **God the Father:**
 - **Creation:** Genesis 1:1, Isaiah 40:28
 - **Love and Sending the Son:** John 3:16
 - **Adoption of Believers:** Ephesians 1:5
 - **God the Son (Jesus Christ):**
 - **Redemption:** John 1:29, Romans 5:8
 - **Revelation of God:** John 1:18, John 14:9
 - **Intercession:** Hebrews 7:25
 - **God the Holy Spirit:**
 - **Empowerment:** Acts 1:8, 1 Corinthians 12:7-11
 - **Guidance and Teaching:** John 14:26, John 16:13
 - **Sanctification:** Romans 15:16, 1 Peter 1:2
- **Listing Three Roles:** Learners list at least three key roles for each person of the Trinity based on their scriptural study.
- **Internet Search and Presentation:** Learners search the internet for more roles of the Holy Spirit and present their findings using charts or PowerPoint slides, expanding on the scriptural examples.

Lesson 4: Recognizing the Monotheistic Doctrine in Christianity

- **Reading Relevant Scriptures:** Learners read the following scriptures and make notes for PowerPoint slides or charts on the belief in one God:
 - **Isaiah 45:21-22:** Emphasizes that there is no other God besides Yahweh.
 - **Isaiah 44:6-8:** Declares Yahweh as the first and the last, with no other gods.
 - **Exodus 15:11:** Asks, "Who among the gods is like you, Lord?" implying God's uniqueness.
 - **Deuteronomy 32:39:** States, "See now that I myself am he! There is no god besides me."
 - **1 Samuel 2:2:** Declares, "There is no one holy like the Lord; there is no one besides you; there is no Rock like our God."
 - **Matthew 28:19:** Commands baptism "in the name of the Father and of the Son and of the Holy Spirit," using the singular "name" to signify one God.
 - **Matthew 3:16-17:** Depicts the Father speaking from heaven, the Son being baptized, and the Holy Spirit descending, showing their distinct roles within the one God.
- **PowerPoint Slides or Charts:** Learners create visual aids to demonstrate the scriptural basis for Christian monotheism, even within the doctrine of the Trinity.
- **Discussion:** Emphasize that the Trinity is not a belief in three gods but rather one God existing in three persons. Use analogies (with caution, as no analogy perfectly captures the Trinity) like a shamrock with three leaves but one stem, or water existing as ice, liquid, and vapor, to illustrate the concept of one substance existing in different forms, while acknowledging the limitations of such comparisons.

SUB-STRAND 3.4: SACRAMENTS (BAPTISM & THE LORD'S TABLE/EUCHARIST)

Introduction: Sacraments are sacred rituals instituted by Jesus Christ, believed by many Christian denominations to be visible signs of God's invisible grace. Baptism and the Lord's Table (also known as Eucharist or Holy Communion) are widely recognized as the two primary sacraments.

Lesson 1: Defining Sacraments and Understanding Baptism

- **Defining Sacrament:** Guide learners to define the term "sacrament" as a religious ceremony or act regarded as an outward and visible sign of an inward and spiritual grace, especially one of the seven recognized as such in the Catholic and Orthodox Churches. In many Protestant denominations, baptism and the Lord's Supper are considered ordinances rather than sacraments, emphasizing their symbolic nature and Christ's command to observe them. However, the underlying belief in their spiritual significance remains.
- **Reading Mark 16:16:** Learners read, "Whoever believes and is baptized will be saved, but whoever does not believe will be condemned."

- **Reading John 3:5:** Learners read, "Jesus answered, 'Very truly I tell you, no one can enter the kingdom of God without being born of water and the Spirit.'"
- **Outlining Lessons Learnt:** Discuss the lessons derived from these verses regarding baptism:
 - **Mark 16:16:** Connects belief and baptism with salvation. It suggests that baptism is an act of obedience following belief.
 - **John 3:5:** Highlights the necessity of both water and the Spirit for entering God's kingdom, often interpreted as referring to baptism (water) and the work of the Holy Spirit in regeneration.

Lesson 2 & 3: Importance of Baptism in the Life of a Christian (Why is the sacrament of Baptism important in the life of a Christian? - Key Inquiry 1)

- **Stating the Importance:** Guide learners to articulate the various significances of baptism for Christians:
 - **Identification with Christ's Death and Resurrection (Romans 6:3-4):** Baptism symbolizes the believer's union with Christ in His death, burial, and resurrection, signifying the end of the old life and the beginning of a new life in Christ.
 - **Forgiveness of Sins and Cleansing (Acts 2:38, 22:16):** Baptism is associated with the washing away of sins and receiving forgiveness through faith in Jesus.
 - **Receiving the Holy Spirit (Acts 2:38, 1 Corinthians 12:13):** Baptism is often linked with the reception of the Holy Spirit, marking the believer's incorporation into the body of Christ.
 - **Entry into the Church, the Body of Christ (1 Corinthians 12:13, Galatians 3:27):** Through baptism, believers are incorporated into the fellowship of the Church, becoming part of God's people.
 - **Public Declaration of Faith (Various accounts in Acts):** Baptism serves as a public testimony of one's belief in Jesus Christ and commitment to follow Him.
 - **New Birth and Regeneration (John 3:5, Titus 3:5):** Baptism symbolizes the spiritual transformation and new life brought about by the Holy Spirit.
 - **Covenant with God (Implicit in its institution by Christ):** For many, baptism signifies entering into a new covenant relationship with God through Christ.
- **Discussion:** Encourage learners to discuss which of these aspects resonate most with them and why.

Lesson 4: The Lord's Table/Eucharist - Celebration in the Church Today

- **Sharing Experiences:** Learners share their experiences of how the Lord's Table or Eucharist (also known as Holy Communion or the Last Supper) is celebrated in their respective churches or denominations. Note the variations in practices (e.g.,

frequency, elements used - bread and wine/grape juice, manner of distribution, role of participants).

- **Common Elements:** Highlight the common elements present in most celebrations:
 - **Gathering of Believers:** It is a communal act of worship.
 - **Prayer and Thanksgiving:** Prayers of thanks are offered for Christ's sacrifice.
 - **Breaking of Bread:** Symbolizing Christ's broken body.
 - **Sharing of Wine/Grape Juice:** Symbolizing Christ's shed blood.
 - **Remembrance of Jesus Christ (Luke 22:19, 1 Corinthians 11:24-25):** The central purpose is to remember Jesus' life, death, and resurrection.
 - **Communion with God and Fellow Believers:** It is a time of spiritual communion.
 - **Looking Forward to Christ's Return (1 Corinthians 11:26):** It anticipates the future consummation of God's kingdom.

Lesson 5: The Last Supper (Luke 22:14-20)

- **Reading Luke 22:14-20:** Learners read the account of the Last Supper.
- **Making Notes:** Guide learners to make notes on the key aspects of the Last Supper:
 - **Jesus' Desire:** Jesus expressed a deep desire to eat this Passover with his disciples before his suffering.
 - **Institution of a New Practice:** Jesus took bread, gave thanks, broke it, and said, "This is my body, which is given for you. Do this in remembrance of me." Similarly, with the cup of wine, He said, "This cup that is poured out for you is the new covenant in my blood."
 - **Focus on Remembrance:** Jesus explicitly commanded his followers to continue this practice in remembrance of Him.
 - **Symbolic Significance:** The bread and wine were given symbolic meaning, representing His body and blood sacrificed for humanity.
 - **Establishment of the New Covenant:** The cup symbolized the new covenant established through Jesus' blood, replacing the old covenant.
- **Watching a Video Clip:** Show a short video clip depicting the Last Supper to provide a visual representation of the event.

Lesson 6 & 7: Significance of the Lord's Table/Eucharist in the Life of a Christian

- **Brainstorming Importance:** Guide learners to brainstorm the significance of participating in the Lord's Table/Eucharist for Christians:
 - **Remembrance of Christ's Sacrifice:** It is a powerful and tangible way to remember Jesus' love and His atoning death on the cross, strengthening gratitude and faith.

- **Spiritual Nourishment:** Just as physical food sustains the body, partaking in communion is believed to spiritually nourish believers, drawing them closer to Christ.
- **Communion with Christ:** It is a time of intimate fellowship with Jesus, allowing believers to experience His presence in a special way.
- **Communion with Fellow Believers:** It unites Christians as they partake together in the symbols of Christ's sacrifice, fostering a sense of community and shared identity.
- **Renewal of Covenant:** It serves as a regular reminder and renewal of the new covenant established through Christ's blood.
- **Proclamation of Christ's Death and Resurrection (1 Corinthians 11:26):** Participating in communion declares the central truths of the Christian faith until Christ returns.
- **Strengthening of Faith:** Reflecting on Christ's sacrifice and experiencing communion with Him and other believers strengthens faith, hope, and love.
- **Expression of Gratitude:** It is an act of thanksgiving for God's gift of salvation through Jesus Christ.

Lesson 8: Desiring Participation in the Sacraments

- **Personal Reflection:** Encourage learners to reflect on the meaning and significance of baptism and the Lord's Table for their own faith journey.
- **Desire to Participate:** Discuss how understanding the spiritual significance of these sacraments should lead to a desire to participate in them regularly and with a sincere heart.
- **Strengthening Faith:** Emphasize that active and meaningful participation in the sacraments can be a powerful means of strengthening their faith in God, deepening their relationship with Christ, and connecting with the Christian community.
- **Call to Action:** Encourage learners to approach these sacraments with reverence, understanding, and a desire to grow spiritually through them.

STRAND 4.0 CHRISTIAN LIVING TODAY

SUB-STRAND 4.1: CHRISTIAN ETHICS

Introduction: Christian ethics provides a framework for moral decision-making based on Christian principles and values. It guides believers on how to live a life that is pleasing to God and reflects His character in their interactions and choices.

Lesson 1: Meaning of Christian Ethics

- **Explaining Christian Ethics:** Learners explain the meaning of Christian ethics, using a Bible dictionary or online sources.
- **Definition:** Christian ethics is the branch of theology that defines moral principles and guidelines derived from the Christian faith. It examines what is good and evil, right and wrong, from a biblical perspective, and provides a framework for moral behavior and decision-making for individuals and communities who follow Jesus Christ. It's about living a life that is consistent with God's will and character as revealed in Scripture and through the person of Jesus Christ.
- **Key Aspects:**
 - **Rooted in God's Character:** Christian ethics is ultimately based on who God is – His love, justice, holiness, mercy, and truth.
 - **Revealed in Scripture:** The Bible (Old and New Testaments) is the primary source of Christian ethical principles.
 - **Exemplified by Jesus Christ:** Jesus' life, teachings, death, and resurrection serve as the ultimate model for Christian living.
 - **Guided by the Holy Spirit:** The Holy Spirit empowers and guides believers to live ethically.
 - **Focus on Love:** Love for God and neighbor is a central command in Christian ethics (Matthew 22:37-40).
 - **Impacts All Areas of Life:** Christian ethics is not limited to religious activities but extends to all aspects of human existence – personal life, relationships, work, community involvement, and stewardship of creation.

Lesson 2: Sources of Christian Ethics

- **Internet/Library Research:** Learners research online or in the library on the sources of Christian Ethics.
- **Writing Findings:** Learners write their findings on charts or PowerPoint slides for presentation in class.
- **Sources of Christian Ethics:**
 - **The Bible (Scripture):** The primary and most authoritative source. It contains:

- **Direct Commands:** Explicit instructions on what to do or not do (e.g., the Ten Commandments, Jesus' commands).
- **Ethical Principles:** Underlying truths and values that guide moral decision-making (e.g., love, justice, truthfulness).
- **Examples of Moral Behavior:** Accounts of individuals and communities acting rightly or wrongly, providing lessons for today.
- **Jesus' Teachings and Example:** The Sermon on the Mount, parables, and Jesus' interactions demonstrate ethical living.
- **Tradition:** The accumulated wisdom and teachings of the Church throughout history. This includes creeds, doctrines, theological reflections, and the practices of faithful Christians over time. However, tradition must always be evaluated in light of Scripture.
- **Reason:** The God-given capacity to think, analyze, and discern. Christians use reason, guided by Scripture and the Holy Spirit, to apply ethical principles to complex situations.
- **Experience:** The personal and collective experiences of Christians can inform ethical understanding, especially when reflecting on the consequences of actions and the leading of the Holy Spirit. However, experience must also be tested against Scripture.
- **The Holy Spirit:** The Spirit guides believers, convicts of sin, and empowers them to live righteously (Galatians 5:16-25). This guidance is consistent with and illuminates Scripture.

Lesson 3: Ethical Issues Facing the Youth Today (Brainstorming)

- **Brainstorming:** Learners brainstorm ethical issues they face as youths. Encourage them to think about various aspects of their lives.
- **Ethical Issues Facing the Youth:**
 - **Student Unrest:** Riots, vandalism, disrespect for authority, cheating in exams.
 - **Cyberbullying:** Online harassment, spreading rumors, posting offensive content.
 - **Physical and Verbal Abuse:** Bullying, fighting, using offensive language, domestic violence.
 - **Lying and Dishonesty:** Cheating, plagiarism, deceiving parents/guardians/teachers.
 - **Theft:** Stealing from peers, family, shops, or the school.
 - **Bribery and Corruption:** Offering or accepting bribes for favors or to avoid consequences.
 - **Grooming:** Manipulative behavior by adults to develop an inappropriate relationship with a minor.
 - **Substance Abuse:** Alcohol, drugs, and other harmful substances.

- **Premarital Sex and Teenage Pregnancy:** Issues related to sexual activity outside of marriage and its consequences.
- **Negative Peer Pressure:** Encouragement to engage in unethical or harmful behaviors.
- **Influence of Negative Media:** Exposure to violence, pornography, and harmful ideologies online and through other media.
- **Materialism and Consumerism:** Placing excessive value on possessions and status.
- **Environmental Irresponsibility:** Littering, wasting resources, lack of concern for the environment.
- **Discrimination and Prejudice:** Judging or mistreating others based on tribe, religion, gender, or other factors.
- **Social Media Ethics:** Sharing misinformation, privacy violations, addiction to social media.

Lesson 4: Cyber Security and Ethical Practices Online

- **Discussion:** Discuss cyber security and the importance of observing appropriate ethical practices when browsing the internet.
- **Cyber Security:** Protecting oneself and one's information from online threats such as hacking, viruses, and identity theft.
- **Ethical Practices Online:**
 - **Respecting Privacy:** Not sharing personal information without consent, being mindful of what you post about others.
 - **Avoiding Cyberbullying:** Refraining from online harassment, insults, and spreading rumors.
 - **Honesty and Integrity:** Not engaging in online fraud, plagiarism, or spreading misinformation.
 - **Responsible Sharing:** Thinking critically before sharing content, ensuring its accuracy and appropriateness.
 - **Respecting Intellectual Property:** Not illegally downloading or sharing copyrighted material.
 - **Maintaining Online Reputation:** Being aware that online activity can have long-term consequences for one's reputation.
 - **Reporting Unethical Content:** Taking action when encountering cyberbullying, hate speech, or illegal activities online.
 - **Practicing Digital Wellbeing:** Balancing online activity with other aspects of life and avoiding addiction.

Lesson 5: Proposing Solutions to Ethical Issues Affecting the Youth

- **Group Activity:** In groups, learners revisit the ethical issues brainstormed in Lesson 3 and propose practical solutions from a Christian ethical perspective.
- **Possible Solutions:**
 - **Strengthening Moral Education:** Integrating Christian values and ethics into school curricula and family life.
 - **Promoting Positive Role Models:** Highlighting individuals who demonstrate strong ethical character.
 - **Mentorship Programs:** Connecting youth with trusted adults who can provide guidance and support.
 - **Youth Groups and Church Involvement:** Creating positive peer groups and fostering spiritual growth.
 - **Open Communication with Parents/Guardians:** Encouraging honest conversations about ethical challenges.
 - **Developing Critical Thinking Skills:** Equipping youth to analyze media and peer influence.
 - **Promoting Empathy and Compassion:** Encouraging understanding and care for others.
 - **Teaching Conflict Resolution Skills:** Providing alternatives to violence and aggression.
 - **Raising Awareness about Cyber Ethics:** Educating youth on responsible online behavior and cyber security.
 - **Implementing Consequences for Unethical Behavior:** Holding youth accountable for their actions.
 - **Seeking Spiritual Guidance:** Encouraging prayer, Bible study, and reliance on the Holy Spirit.
 - **Promoting Service and Community Involvement:** Focusing on the needs of others can shift focus away from self-centeredness.

Lesson 6: Debate on "My Dress My Choice" and Moral Decadence

- **Debate:** Conduct a class debate on the topic, "My dress my choice is the cause of moral decadence in the society today."
- **Arguments For:** Focus on how certain dressing styles might be seen as провокационный, disrespectful, or contributing to a decline in moral standards by objectifying individuals or violating cultural norms.
- **Arguments Against:** Emphasize individual freedom of expression, the idea that morality is rooted in attitudes and actions rather than dress, and the danger of blaming victims of harassment or assault based on their clothing.
- **Guiding Principles:** Encourage learners to consider Christian ethical principles such as modesty, respect for oneself and others, avoiding causing offense, and the importance of inner character over outward appearance. The debate should encourage critical thinking and respectful discussion of differing viewpoints.

Lesson 7: Consulting Parents/Guardians and Journaling

- **Consulting Parents/Guardians:** Learners are encouraged to consult their parents/guardians for advice and guidance on moral challenges affecting them as young people. This fosters intergenerational dialogue and draws on the wisdom of trusted adults.
- **Reflection and Journaling:** Learners choose a moral issue affecting them personally, reflect on it from a Christian ethical perspective, and journal about strategies to overcome it. This promotes self-awareness, personal accountability, and the application of ethical principles to their own lives.

Lesson 8: Utilizing Ethical Values in Daily Life

- **Identifying Key Christian Ethical Values:** Review core Christian values such as love, justice, truthfulness, honesty, compassion, forgiveness, respect, self-control, and stewardship.
- **Applying Values to Daily Decisions:** Discuss practical ways to apply these values in everyday situations:
 - **Relationships:** Treating family, friends, and even those who are difficult with love and respect.
 - **Communication:** Speaking truthfully and kindly, avoiding gossip and harmful language.
 - **Work/School:** Being honest, diligent, and responsible.
 - **Use of Resources:** Practicing stewardship and avoiding wastefulness.
 - **Dealing with Conflict:** Seeking peaceful and just resolutions.
 - **Online Interactions:** Behaving ethically in the digital world.
 - **Personal Choices:** Making decisions that honor God and reflect Christian character.
- **Personal Commitment:** Encourage learners to make a personal commitment to consciously apply Christian ethical values in their daily interactions and decisions.
- **Ongoing Growth:** Emphasize that ethical living is a lifelong journey that requires ongoing learning, reflection, and reliance on the Holy Spirit.

SUB-STRAND 4.2: HUMAN RIGHTS (NON-DISCRIMINATION)

Introduction: Christian faith affirms the inherent dignity and worth of every human being, created in the image and likeness of God. This sub-strand explores the concept of human rights, focusing on non-discrimination, particularly in the context of gender-based violence, and emphasizes the Christian responsibility to uphold these rights based on the value of love and the understanding of human creation.

Lesson 1: Understanding Gender-Based Violence

- **Brainstorming:** Learners brainstorm the meaning of gender-based violence and share their findings with the class.
- **Definition:** Gender-based violence (GBV) is harm directed at an individual based on their biological sex, gender identity, gender expression, or perceived gender. It is rooted in gender inequality, power imbalances, and harmful social norms. GBV can take many forms and affects individuals of all genders, although women and girls are disproportionately affected globally.

Lesson 2: Types of Gender-Based Violence in Kenya Today

- **Outlining Forms of GBV:** Learners outline various forms of gender-based violence prevalent in Kenya today.
- **Types of Gender-Based Violence in Kenya:**
 - **Physical Violence:** Hitting, slapping, kicking, stabbing, burning, forced confinement.
 - **Sexual Violence:** Rape, attempted rape, sexual assault, forced sexual acts, sexual harassment, female genital mutilation (FGM).
 - **Emotional/Psychological Violence:** Verbal abuse, insults, intimidation, threats, humiliation, isolation, stalking, controlling behavior.
 - **Economic Violence:** Controlling access to financial resources, preventing someone from working, destroying property.
 - **Harmful Traditional Practices:** Widow inheritance, forced marriage, early marriage.
 - **Online/Digital Violence:** Cyberstalking, online sexual harassment, non-consensual sharing of intimate images.
- **Discussion:** Discuss potential reasons for the prevalence and perceived increase of GBV in Kenya today, considering factors like:
 - **Harmful Cultural Norms and Beliefs:** Traditional practices and patriarchal structures that perpetuate inequality.
 - **Poverty and Economic Inequality:** Financial stress can exacerbate tensions and lead to violence.
 - **Weak Legal and Justice Systems:** Inadequate enforcement of laws and lack of access to justice for survivors.
 - **Socialization and Gender Stereotypes:** Learned behaviors and expectations about gender roles.
 - **Alcohol and Drug Abuse:** Substance abuse can increase aggression and impulsivity.
 - **Lack of Education and Awareness:** Limited understanding of human rights and the harmful effects of GBV.
 - **Conflict and Displacement:** Humanitarian crises can increase vulnerability to GBV.

Lesson 3: Causes and Effects of Gender-Based Violence

- **Resource Person Engagement:** Listen to and engage a resource person (e.g., social worker, gender expert) on the causes and effects of gender-based violence on individuals and families. Note key points.
- **Causes of Gender-Based Violence:** (Reinforce points from Lesson 2 and add depth)
 - **Power Imbalances:** Unequal power dynamics between men and women in relationships and society.
 - **Patriarchal Systems:** Social structures that privilege men and subordinate women.
 - **Harmful Social Norms:** Beliefs and practices that condone or normalize violence against certain genders.
 - **Lack of Accountability:** Impunity for perpetrators and inadequate legal consequences.
 - **Breakdown of Family Structures:** Social changes and economic pressures can strain family relationships.
- **Effects of Gender-Based Violence:**
 - **On Individuals:** Physical injuries, chronic pain, mental health issues (depression, anxiety, PTSD), STIs, unwanted pregnancies, loss of self-esteem, isolation, suicidal ideation, death.
 - **On Families:** Breakdown of trust and communication, strained relationships, economic hardship, trauma for children witnessing violence, intergenerational cycles of violence.

Lesson 4: Helping Survivors of Gender-Based Violence

- **Interviewing a Counselor:** Interview a counselor and ask questions on how to help survivors of gender-based violence. Note key advice.
- **How to Help Survivors:**
 - **Believe and Validate:** Listen without judgment and assure the survivor that they are not to blame.
 - **Offer Support:** Provide emotional support, understanding, and a safe space.
 - **Respect Their Choices:** Allow the survivor to make their own decisions about what they want to do.
 - **Provide Information:** Offer resources for help, such as shelters, counseling services, legal aid, and support groups.
 - **Encourage Seeking Professional Help:** Gently suggest seeking assistance from trained counselors, therapists, or support organizations.
 - **Ensure Safety:** Help the survivor develop a safety plan if they are still in a dangerous situation.
 - **Maintain Confidentiality:** Respect the survivor's privacy and only share information with their consent or when required by law (e.g., child abuse).

- **Be Patient:** Healing takes time, and the survivor may experience setbacks.
- **Do Not Blame the Victim:** Never suggest that the survivor's actions or choices caused the violence.
- **Report Abuse (if appropriate and with consent or legal obligation):** Understand reporting procedures for different types of abuse. (How can you help peers who have faced gender-based violence? - Key Inquiry 2)

Lesson 5: Values and Virtues to Stop Gender-Based Violence

- **Discussion and Compilation:** Discuss and compile a list of values and virtues needed to stop gender-based violence.
- **Values and Virtues:**
 - **Love (Agape):** Unconditional, selfless love that respects and values others (1 Corinthians 13).
 - **Respect:** Recognizing the inherent dignity and worth of every human being.
 - **Equality:** Believing in the equal rights and opportunities for all genders (Galatians 3:28).
 - **Justice:** Seeking fairness, equity, and the protection of rights for all.
 - **Compassion:** Showing empathy and care for those who are suffering.
 - **Patience:** Understanding that changing deeply ingrained attitudes and behaviors takes time.
 - **Courage:** Speaking out against injustice and challenging harmful norms.
 - **Self-Control:** Managing anger and frustration without resorting to violence.
 - **Empathy:** Understanding and sharing the feelings of others.
 - **Peacefulness:** Seeking non-violent solutions to conflict.
 - **Forgiveness:** While holding perpetrators accountable, offering forgiveness can be part of the healing process for survivors (when they are ready).

Lesson 6: Sensitization Messages and the Value of Love

- **Writing Sensitization Messages:** Learners write sensitization messages against gender-based violence for the school notice board, emphasizing Christian principles (e.g., "Love your neighbor as yourself. Stop gender-based violence!").
- **Reading and Discussing 1 Corinthians 13:1-8:** Learners read and discuss the characteristics of love as described by Paul.
- **How Love Overcomes GBV:** Discuss how the characteristics of love (patience, kindness, not being envious or boastful, not being rude or self-seeking, not being easily angered, keeping no record of wrongs, not delighting in evil but rejoicing in the truth, always protecting, always trusting, always hoping, always persevering) can directly counteract the behaviors that lead to gender-based violence.
- **Singing a Song about Love:** Sing a song about the characteristics of love (e.g., the Swahili version provided or a similar English song).

Lesson 7: Human Beings Created in God's Image (Genesis 1:26-27, Galatians 3:28)

- **Reading and Discussing Genesis 1:26-27:** Learners read and discuss the creation account, focusing on humans being created in God's image and likeness, both male and female. Emphasize the inherent dignity and value bestowed upon all humanity by virtue of their creation.
- **Reading and Discussing Galatians 3:28:** Learners read and discuss Paul's statement that in Christ there is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for all are one in Christ Jesus. Highlight the principle of equality and the breaking down of discriminatory barriers in Christ.
- **Summary of Lessons Learnt:** Learners make a summary of the key lessons from these passages regarding human dignity, equality, and the Christian basis for non-discrimination.
- **Prayer for Families Facing GBV:** Lead a prayer session specifically for families and individuals affected by gender-based violence.

Lesson 8: Applying the Value of Love and Debating Gender Inequality

- **Writing and Meditating on Matthew 22:36-39:** Learners write Matthew 22:36-39 ("Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. And the second is like it: 'Love your neighbor as yourself.'") on flashcards, meditate on it, and discuss how to apply this value in their daily interactions to promote non-discrimination.
- **Debate on Gender Inequality:** Debate on the motion: "Victims of gender-based violence are mostly women and girls." While acknowledging the statistical reality of women and girls being disproportionately affected, encourage a nuanced discussion that also recognizes that men and boys can also be victims of GBV and that the root cause is harmful gender norms and power imbalances.
- **Conclusion:** Emphasize that Christian faith calls believers to actively work towards ending all forms of discrimination and violence, recognizing the inherent worth and dignity of every person as created in God's image and commanded to be loved as oneself.

SUB-STRAND 4.3: HUMAN SEXUALITY

Introduction: Human sexuality is a complex aspect of being human, encompassing physical, emotional, social, intellectual, and spiritual dimensions. Christian teachings provide a framework for understanding and living out one's sexuality in a way that honors God and reflects His design.

Lesson 1: Meaning of Human Sexuality

- **Reading Scriptures:** Learners read Genesis 1:26-28, 2:20-24, and Mark 10:6-9.

- **Defining Human Sexuality:** Guide learners to define human sexuality based on the scriptures and their understanding.
- **Meaning of Human Sexuality:** Human sexuality refers to the way individuals experience and express themselves as sexual beings. It includes:
 - **Biological Sex:** The physical attributes (chromosomes, hormones, anatomy) that typically define a person as male or female at birth.
 - **Gender Identity:** An individual's internal sense of being male, female, both, neither, or somewhere else along the gender spectrum.
 - **Sexual Orientation:** A person's emotional, romantic, and/or sexual attraction to other people (e.g., heterosexual, homosexual, bisexual, asexual).
 - **Sexual Expression:** How individuals manifest their sexuality through behaviors, desires, and relationships.
 - **Values and Beliefs:** Personal, cultural, and religious beliefs that shape one's understanding and practice of sexuality.
- **Christian Perspective:** From a Christian viewpoint, human sexuality is seen as a gift from God, intended to be expressed within the context of a committed, heterosexual marriage relationship, as established in creation (Genesis 1:27-28, 2:24; Mark 10:6-9). This perspective emphasizes procreation, companionship, and the expression of love within this marital union.

Lesson 2: Christian Teachings on Male-Female Relationships

- **Brainstorming:** Learners brainstorm characteristics of healthy boy-girl (heterosexual) relationships from a Christian perspective.
- **Christian Teachings on Male-Female Relationships:**
 - **Created in God's Image (Genesis 1:27):** Both male and female are created in God's image, possessing equal dignity and worth.
 - **Complementarity (Genesis 2:18-25):** God created man and woman to complement each other, providing companionship, support, and the potential for procreation.
 - **Marriage as the Foundation (Genesis 2:24, Mark 10:6-9):** Christian teaching emphasizes marriage as the ordained context for sexual intimacy and the building of a family. It is seen as a lifelong commitment of love, faithfulness, and mutual respect.
 - **Love and Respect (Ephesians 5:25, 33):** Husbands are called to love their wives as Christ loved the church, and wives are to respect their husbands. This emphasizes selfless love, care, and mutual honor.
 - **Purity and Holiness (1 Thessalonians 4:3-5, Hebrews 13:4):** Sexual intimacy is to be reserved for marriage, and believers are called to live lives of sexual purity and holiness.

- **Procreation (Genesis 1:28):** God blessed the first humans and commanded them to be fruitful and multiply, indicating procreation as one purpose of their union.
- **Companionship and Oneness (Genesis 2:24):** Marriage is intended to create a deep bond of unity and companionship between a man and a woman.

Lesson 3: Dating vs. Courtship and Avoiding Premature Relationships

- **Defining Dating and Courtship:** Learners define dating and courtship.
 - **Dating:** A social activity involving spending time with someone you are romantically interested in, often with the goal of getting to know them better and exploring a potential romantic relationship. It can be casual and may involve multiple partners before commitment.
 - **Courtship:** A more intentional and often more formal process of pursuing a relationship with the goal of marriage. It typically involves the involvement of family, mentors, or church leaders and emphasizes spiritual compatibility and shared values.
- **Brainstorming:** Learners brainstorm the right time/age for courtship and why youths in school should generally avoid dating.
- **Why Youths in School Should Generally Avoid Dating:**
 - **Distraction from Studies:** Romantic relationships can consume significant time and emotional energy, potentially hindering academic performance.
 - **Emotional Immaturity:** Adolescence is a time of significant emotional development, and navigating romantic relationships can be challenging and emotionally taxing.
 - **Peer Pressure and Social Dynamics:** Dating in school can be driven by peer pressure rather than genuine connection and readiness for commitment.
 - **Risk of Premature Sexual Activity:** Early dating can increase the likelihood of engaging in sexual activity before emotional maturity and commitment.
 - **Focus on Personal Growth:** The school years are crucial for personal development, exploring interests, and building a foundation for the future. Relationships can sometimes detract from this focus.
 - **Potential for Heartbreak and Disillusionment:** Early relationships often do not last, leading to emotional pain and potentially negative views on relationships.
 - **Financial Strain:** Dating can involve expenses that students may not be able to afford.
- **Right Time/Age for Courtship:** This is a matter of personal maturity, readiness for commitment, and cultural context. Generally, it is advisable to pursue serious relationships with the goal of marriage after completing education and achieving a degree of emotional and financial stability. Christian courtship often emphasizes seeking God's will and the guidance of mature believers.

Lesson 4: Irresponsible Sexual Behaviour - Types and Causes

- **Listing Irresponsible Sexual Behaviour:** Learners list examples of irresponsible sexual behavior.
 - **Incest:** Sexual activity between close relatives.
 - **Fornication:** Sexual intercourse between people not married to each other.
 - **Homosexuality and Lesbianism:** Same-sex sexual relationships (Christian views vary on the morality of homosexual acts, with traditional interpretations often citing biblical prohibitions).
 - **Rape:** Non-consensual sexual intercourse.
 - **Adultery:** Sexual intercourse between a married person and someone other than their spouse.
 - **Prostitution:** Engaging in sexual acts for payment.
 - **Bestiality:** Sexual activity between a human and an animal.
 - **Sexual Harassment:** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
 - **Exploitation:** Taking unfair advantage of someone sexually.
 - **Multiple Sexual Partners:** Engaging in sexual activity with numerous individuals, often outside of committed relationships.
 - **Pornography Consumption:** Viewing sexually explicit material with the primary intention of arousal.
- **Discussing Causes of Irresponsible Sexual Behaviour:**
 - **Lack of Moral and Religious Education:** Insufficient understanding of biblical teachings on sexuality and morality.
 - **Negative Peer Influence:** Pressure from friends to engage in risky sexual behaviors.
 - **Media Influence:** Exposure to sexually explicit or permissive content in movies, music, and online.
 - **Breakdown of Family Values:** Lack of strong parental guidance and communication about sexuality.
 - **Curiosity and Experimentation:** Natural curiosity about sex, coupled with a lack of boundaries.
 - **Low Self-Esteem and Insecurity:** Seeking validation or acceptance through sexual activity.
 - **Substance Abuse:** Alcohol and drugs can impair judgment and increase risky behavior.
 - **Early Sexualization:** Exposure to sexual content at a young age can lead to premature interest and activity.
 - **Rebellion Against Authority:** Engaging in risky sexual behavior as a way to defy rules or societal norms.
 - **Emotional Needs:** Seeking intimacy or connection through sexual activity outside of a committed relationship.

Lesson 5 & 6: Why Same-Sex Relationships are Considered Ungodly (Traditional Christian Perspectives)

- **Reading and Brainstorming:** Learners read Leviticus 18:22, 20:13, Jude 1:7, Romans 1:26-28, and 1 Corinthians 6:9, and brainstorm reasons why traditional Christian interpretations consider same-sex relationships ungodly.
- **Traditional Christian Perspectives:**
 - **Biblical Prohibitions:** These passages are often interpreted as explicit condemnations of homosexual acts.
 - **Leviticus:** Outlaws "lying with a male as with a woman" as an abomination.
 - **Romans:** Describes same-sex desires and acts as "unnatural" and resulting from turning away from God.
 - **1 Corinthians:** Lists "men who have sex with men" among those who will not inherit the kingdom of God.
 - **Jude:** Uses the example of Sodom and Gomorrah's "deviant sexual immorality" as a warning.
 - **Creation Order (Genesis 1:27-28, 2:24; Mark 10:6-9):** Traditional interpretations emphasize God's creation of male and female for the purpose of marriage and procreation, seeing this as the intended design for sexual relationships.
 - **Purpose of Marriage:** Marriage is seen as a union between a man and a woman, ordained for companionship, procreation, and the raising of godly offspring. Same-sex relationships are seen as deviating from this purpose.
 - **Natural Law Arguments:** Some argue that heterosexual attraction is natural and aligns with biological and procreative purposes, while same-sex attraction is seen as contrary to this natural order.
- **Important Note:** It is crucial to acknowledge that there are diverse and evolving perspectives within Christianity regarding same-sex relationships. Some denominations and theologians hold affirming views, emphasizing love, justice, and inclusivity, and interpreting biblical texts in different contexts. This lesson focuses on the traditional interpretations often cited.

Lesson 7: Ways of Overcoming Irresponsible Sexual Behaviour and Values Needed

- **Holding a Talk Show:** Organize a class talk show where learners discuss ways of overcoming irresponsible sexual behavior.
- **Ways of Overcoming Irresponsible Sexual Behaviour:**
 - **Strong Moral and Spiritual Foundation:** Grounding one's life in Christian values and principles.
 - **Accountability and Support Systems:** Having trusted friends, mentors, or family members for support and accountability.

- **Setting Clear Boundaries:** Establishing personal limits regarding physical intimacy.
- **Avoiding Tempting Situations:** Being mindful of environments and influences that could lead to risky behavior.
- **Developing Healthy Relationships:** Building friendships and romantic relationships based on respect, trust, and shared values, with a focus on emotional and spiritual connection before physical intimacy.
- **Seeking Help When Struggling:** Being willing to reach out to pastors, counselors, or trusted adults for guidance and support.
- **Focusing on Personal Growth and Purpose:** Investing time and energy in positive activities and goals.
- **Practicing Self-Control:** Developing discipline over one's thoughts and actions.
- **Understanding the Consequences:** Being aware of the potential physical, emotional, and spiritual harm of irresponsible sexual behavior.
- **Renewing the Mind through Scripture and Prayer:** Seeking God's guidance and strength.
- **Values Needed to Avoid Irresponsible Sexual Behaviour:**
 - **Self-Control:** The ability to restrain one's desires and impulses.
 - **Purity:** Maintaining moral and sexual integrity.
 - **Respect:** Honoring oneself and others.
 - **Integrity:** Being honest and consistent in one's values and actions.
 - **Commitment:** Valuing faithfulness and long-term relationships (within marriage).
 - **Love (Agape):** Selfless love that prioritizes the well-being of others.
 - **Responsibility:** Being accountable for one's actions and their consequences.
 - **Faithfulness:** Loyalty to God's commands and one's commitments.

Lesson 8: Desire for Responsible Living and Sensitization

- **Personal Commitment:** Encourage learners to reflect on their own attitudes and behaviors related to sexuality and to cultivate a desire to live responsibly as God-fearing youths.
- **Designing Posters:** Learners design posters with sensitization messages against irresponsible sexual behavior, highlighting potential negative consequences like STIs, HIV/AIDS, teenage pregnancy, and school dropout, and promoting positive messages like "Stay Safe! Avoid Sex Before Marriage!"
- **Class Discussion:** Discuss the importance of making informed and responsible choices regarding their sexuality, guided by Christian principles and a commitment to honoring God with their bodies. (How can you avoid sexual perversity as a youth? - Key Inquiry 2)

SUB-STRAND 4.4: MARRIAGE AND FAMILY

Introduction: Marriage and family are foundational institutions in society, and the Christian faith provides specific teachings and values to guide these relationships. This sub-strand explores the Christian understanding of marriage and family, the alternative of celibacy, the challenges faced, and potential solutions, emphasizing their sacred nature.

Lesson 1: Christian Teachings on the Meaning of Marriage

- **Pair Brainstorming:** In pairs, learners brainstorm the meaning of Marriage.
- **Reading Scriptures:** Learners read Genesis 1:26-28; 2:18; 2:23-24, Mark 10:1-12, 1 Corinthians 7:4, Ephesians 5:25-33, and Colossians 3:18-19.
- **Outlining Christian Teachings:** Learners outline Christian teachings on marriage, summarizing key points on charts or PowerPoint slides.
- **Christian Teachings on Marriage:**
 - **Divine Institution:** Marriage was ordained by God from the beginning (Genesis 2:24, Mark 10:6-9).
 - **Union of One Man and One Woman:** The biblical model is a monogamous relationship between a man and a woman (Genesis 2:24, Mark 10:6-9).
 - **Companionship and Oneness:** God created woman as a helper suitable for man, emphasizing companionship and a deep bond of unity ("one flesh") (Genesis 2:18, 24).
 - **Procreation:** God blessed them and said, "Be fruitful and multiply" (Genesis 1:28), indicating procreation as a purpose of marriage.
 - **Love and Sacrifice:** Husbands are called to love their wives as Christ loved the church (selflessly, sacrificially), and wives are to respect their husbands (Ephesians 5:25-33).
 - **Mutual Submission and Respect:** Spouses are to submit to one another out of reverence for Christ (Ephesians 5:21), with wives respecting their husbands and husbands loving their wives (Ephesians 5:33, Colossians 3:19).
 - **Intimacy and Oneness:** Marriage provides the context for sexual intimacy and the expression of love within a committed relationship (1 Corinthians 7:4).
 - **Permanence and Fidelity:** Jesus emphasized the permanence of marriage, discouraging divorce (Mark 10:6-9). Fidelity and faithfulness are expected within the marital bond.

Lesson 2: Christian Teachings on the Meaning and Importance of Family

- **Reading Scriptures:** Learners read and discuss Exodus 20:12, Proverbs 1:8-9, Proverbs 10:1, Proverbs 30:17, Proverbs 20:20, 1 Timothy 5:3-8, Ephesians 6:4, and Colossians 3:18-21.
- **Writing a Summary of Lessons Learnt:** Learners write a summary of the lessons learnt about family from these scriptures.
- **Christian Teachings on Family:**

- **Honoring Parents:** Children are commanded to honor their father and mother (Exodus 20:12, Ephesians 6:2), which includes respect, obedience, and care in their old age.
- **Parental Responsibility:** Parents, especially fathers, are called to bring up their children in the training and instruction of the Lord, avoiding exasperation (Ephesians 6:4, Colossians 3:21).
- **Wisdom and Guidance:** Parents provide wisdom, instruction, and guidance to their children (Proverbs 1:8-9).
- **Respect for Elders:** Disrespecting parents is seen as foolish and can have negative consequences (Proverbs 30:17, Proverbs 20:20).
- **Care for Widows and Orphans:** The church and individuals have a responsibility to care for vulnerable family members like widows and orphans (1 Timothy 5:3-8).
- **Love and Harmony:** Family relationships should be characterized by love, patience, and understanding (Colossians 3:18-21).
- **Foundation of Society:** The family is seen as the fundamental unit of society, crucial for the upbringing of children and the transmission of values.
- **Reflection of God's Love:** Healthy family relationships can reflect God's love and care for His children.

Lesson 3: Church Preparation for Marriage and Family

- **Engaging Resource Persons:** Engage church ministers/priests/pastors to discuss how the Church prepares young people for marriage and family (choosing a marriage partner, betrothal, courtship, wedding ceremony, and marriage).
- **Writing a Report:** Learners write a report using digital devices or charts, summarizing the church's role in marriage preparation.
- **Church's Role in Marriage Preparation:**
 - **Pre-marital Counseling:** Providing guidance on communication, conflict resolution, finances, and spiritual foundations for marriage.
 - **Teaching on Christian Marriage:** Educating young people on the biblical understanding of marriage and family.
 - **Guidance in Choosing a Partner:** Offering advice on seeking a compatible partner with shared faith and values.
 - **Understanding Betrothal/Engagement:** Explaining the significance of this period as a time of commitment and preparation.
 - **Conducting Wedding Ceremonies:** Officiating weddings as sacred events and offering spiritual blessings.
 - **Support and Mentorship:** Providing ongoing support and mentorship to married couples and families.
 - **Addressing Marital Challenges:** Offering counseling and resources for couples facing difficulties.

- **Promoting Family Enrichment:** Organizing programs and activities to strengthen family bonds.

Lesson 4: Celibacy as an Alternative to Marriage

- **Reading Scriptures:** Learners read Matthew 19:10-12, Revelation 14:4-5, and 1 Corinthians 7:7-9 on celibacy.
- **Summarizing Key Points:** Learners summarize key points on charts or PowerPoint slides.
- **Celibacy as an Alternative:**
 - ✓ **Voluntary Choice:** Celibacy, in a Christian context, is typically a voluntary choice to remain unmarried, often for religious reasons or to dedicate oneself fully to God's service.
 - ✓ **Jesus' Teaching (Matthew 19:10-12):** Jesus speaks of some being "eunuchs for the sake of the kingdom of heaven," suggesting that choosing not to marry can be a valid path for those called to it.
 - ✓ **Paul's Perspective (1 Corinthians 7:7-9):** Paul acknowledges that he wishes everyone were as he is (unmarried), as it allows for undivided devotion to the Lord. However, he recognizes that not everyone has this gift and advises those who cannot control their passions to marry.
 - ✓ **Dedication to God's Work:** Celibacy can free individuals from the responsibilities and demands of marriage and family, allowing them to focus entirely on ministry or other forms of service to God and the church.
 - ✓ **Purity and Devotion (Revelation 14:4-5):** This passage describes those who have remained virgins and follow the Lamb wherever he goes, often interpreted as a symbol of purity and complete devotion to Christ.
- **How Celibates Should Live:**
 - ✓ **Dedication to God:** Their lives should be characterized by a deep commitment to God and His purposes.
 - ✓ **Purity and Self-Control:** Maintaining sexual purity and exercising self-control is essential.
 - ✓ **Service to Others:** Their singleness can allow for greater availability to serve the church and the wider community.
 - ✓ **Spiritual Growth:** Focusing on prayer, Bible study, and spiritual disciplines.
 - ✓ **Healthy Relationships:** Building meaningful relationships with others in the church community.
 - ✓ **Avoiding Isolation:** Maintaining connection and support within the body of Christ.

Lesson 5 & 6: Challenges Related to Marriage and Family

- **Group Brainstorming:** In groups, learners brainstorm challenges related to marriage and family in contemporary society.
- **Challenges Related to Marriage and Family:**
 - ✓ **Communication Breakdown:** Lack of effective communication leading to misunderstandings and conflict.
 - ✓ **Financial Stress:** Money issues causing tension and disagreement.
 - ✓ **Infidelity and Trust Issues:** Extramarital affairs leading to broken trust and divorce.
 - ✓ **Balancing Work and Family:** Difficulty in managing career demands with family responsibilities.
 - ✓ **Parenting Challenges:** Disagreements on child-rearing practices, rebellious children.
 - ✓ **Influence of Social Media and Technology:** Distraction, unrealistic expectations, and cyber infidelity.
 - ✓ **Cultural Differences and In-law Issues:** Conflicts arising from differing backgrounds and family dynamics.
 - ✓ **Lack of Intimacy (Emotional and Physical):** Erosion of closeness and connection over time.
 - ✓ **Domestic Violence and Abuse:** Physical, emotional, or sexual abuse within the family.
 - ✓ **Addictions:** Substance abuse, pornography addiction impacting family relationships.
 - ✓ **Unrealistic Expectations:** Holding idealized views of marriage and family that don't match reality.
 - ✓ **Lack of Forgiveness:** Holding onto grudges and unresolved conflicts.
 - ✓ **Changing Gender Roles:** Adjusting to evolving expectations and responsibilities within marriage.

Lesson 7: Recommending Solutions to Problems Facing Families Today

- **Proposing Solutions:** Learners propose solutions to the challenges identified in Lesson 5 & 6.
- **Values and Life Skills for Stable Families:**
 - ✓ **Effective Communication:** Active listening, expressing needs and feelings respectfully.
 - ✓ **Commitment and Fidelity:** Prioritizing the marriage relationship and remaining faithful.
 - ✓ **Financial Management:** Budgeting, open communication about finances, shared financial goals.
 - ✓ **Time Management and Prioritization:** Making time for family amidst work and other commitments.

- ✓ **Positive Parenting Skills:** Consistent discipline, love, support, and effective communication with children.
- ✓ **Healthy Use of Technology:** Setting boundaries and prioritizing face-to-face interaction.
- ✓ **Understanding and Respecting Differences:** Valuing individual backgrounds and perspectives.
- ✓ **Intimacy and Affection:** Nurturing emotional and physical closeness.
- ✓ **Conflict Resolution Skills:** Learning healthy ways to address disagreements and find solutions.
- ✓ **Forgiveness and Reconciliation:** Willingness to forgive and seek reconciliation after conflict.
- ✓ **Adaptability and Flexibility:** Adjusting to changing circumstances and roles within the family.
- ✓ **Shared Values and Beliefs:** Having a common spiritual foundation and life goals.
- ✓ **Seeking Support:** Being willing to seek help from counselors, mentors, or church leaders when needed.

Lesson 8: Recognizing Marriage and Families as Sacred Institutions

- **Class Discussion with Marriage Counselor:** Engage a marriage counselor to discuss solutions to challenges facing families today, noting key points and writing a report. The counselor can emphasize the sacred nature of marriage and family from a Christian perspective.
- **Sacred Institutions Ordained by God:** Reinforce the understanding that marriage and family are not merely social constructs but are institutions ordained by God (Genesis 2:24, Mark 10:6-9).
- **Reflecting God's Love:** Discuss how healthy marriages and families can reflect God's love, faithfulness, and care for humanity.
- **Importance of Upholding Biblical Principles:** Emphasize the importance of upholding biblical principles and values in marriage and family life to ensure their stability and sacredness.
- **Personal Commitment:** Encourage learners to commit to honoring the sanctity of marriage and family in their attitudes and future relationships.

SUB-STRAND 4.5: CHRISTIAN RESPONSE TO SCIENCE AND TECHNOLOGY

Introduction: Science and technology have profoundly shaped the modern world, presenting both opportunities and challenges for Christian faith and practice. This sub-strand explores the role of science and technology in advancing Christianity, discusses Christian perspectives on related ethical issues, and recognizes God as the ultimate source of creativity and innovation.

Lesson 1: The Role of Modern Science and Technology in Advancing Christianity (How does science and technology impact the lives of Christians today?)

- **Group Brainstorming:** In groups, learners brainstorm ways modern science and technology have facilitated the spread and practice of Christianity.
- **How Science and Technology Advance Christianity:**
 - ✓ **Global Communication:** The internet, social media, and mobile communication enable Christians to connect, share their faith, and build communities across geographical boundaries.
 - ✓ **Bible Distribution and Access:** Digital Bibles, Bible apps, and online resources make scripture readily available in various languages and formats.
 - ✓ **Evangelism and Outreach:** Online platforms, podcasts, videos, and live streaming allow for wider dissemination of the Gospel message.
 - ✓ **Christian Media:** Radio, television, and film are used to share Christian teachings, testimonies, and worship services.
 - ✓ **Educational Resources:** Online courses, theological resources, and digital libraries provide access to Christian education and scholarship.
 - ✓ **Translation and Language Tools:** Technology aids in translating the Bible and Christian materials into numerous languages.
 - ✓ **Organization and Administration:** Churches and Christian organizations use technology for communication, administration, event planning, and resource management.
 - ✓ **Philanthropy and Aid:** Technology facilitates online donations and coordination of relief efforts and charitable work.
 - ✓ **Research and Study:** Scientific advancements in fields like archaeology and history can provide insights that support biblical accounts.
 - ✓ **Accessibility for People with Disabilities:** Technology offers tools and resources for people with disabilities to participate more fully in church life and access Christian materials.

Lesson 2: God as the Originator of Witty Inventions and Creativity

- **Reading Scriptures:** Learners read Genesis 1:26-28, Exodus 31:1-6, Exodus 35:31-35, 2 Chronicles 26:14-15, and John 1:3.
- **Listing Creative Skills and Wisdom:** Learners list the creative skills, wisdom, and cutting-edge ideas that God bestowed on people mentioned in the Bible texts.
- **Examples from Scripture:**
 - ✓ **Genesis 1:26-28:** God gives humanity dominion over creation, implying the capacity for innovation and stewardship.
 - ✓ **Exodus 31:1-6 & 35:31-35 (Bezalel and Oholiab):** God specifically filled Bezalel and Oholiab with the Spirit of God, with wisdom, understanding, knowledge, and all kinds of craftsmanship to design and create the tabernacle

and its furnishings. This highlights God's direct involvement in inspiring human creativity for His purposes.

- ✓ **2 Chronicles 26:14-15 (King Uzziah):** King Uzziah is credited with making engines that shot arrows and large stones, demonstrating technological innovation for defense.
- ✓ **John 1:3:** "Through him all things were made; without him nothing was made that has been made." This foundational verse emphasizes God as the ultimate Creator, the source of all creation's intricate design and potential for discovery.
- **Understanding God's Role:** Discuss how these passages illustrate that God is the ultimate originator of creativity, ingenuity, and the capacity for invention in human beings. Our ability to discover and create through science and technology is, in a sense, a reflection of God's own creative nature.

Lesson 3 & 4: Christian Views on Euthanasia and Cosmetic Plastic Surgery

- **Group Discussion and Note-Taking:** In groups, learners discuss Christian views on Euthanasia and cosmetic plastic surgery, making notes or using digital devices to record their findings.
- **Christian Views on Euthanasia:**
 - ✓ **Sanctity of Life:** Traditional Christian teaching holds that human life is sacred because it is created in God's image (Genesis 1:27) and belongs to Him. Therefore, intentionally ending a life, including one's own, is generally considered a sin against God.
 - ✓ **God's Sovereignty over Life and Death:** Christians believe that God is the ultimate authority over life and death, and it is not humanity's right to decide when a life should end.
 - ✓ **Value of Suffering:** Some Christian perspectives see value in suffering and believe that God can use it for spiritual growth and drawing closer to Him.
 - ✓ **Compassion and Care:** While opposing euthanasia, Christian ethics emphasizes the importance of providing compassionate care, pain management, and emotional and spiritual support for the terminally ill.
 - ✓ **Hope in Eternal Life:** Christians have hope in eternal life with God, which provides a different perspective on death.
 - ✓ **Varying Interpretations:** Some more progressive Christian views may emphasize individual autonomy and the relief of suffering, leading to differing opinions on euthanasia under specific circumstances.
- **Christian Views on Cosmetic Plastic Surgery:**
 - ✓ **Focus on Inner Beauty:** Christian teachings often emphasize the importance of inner beauty and character over outward appearance (1 Peter 3:3-4).
 - ✓ **Stewardship of the Body:** Some argue that the body is a temple of the Holy Spirit (1 Corinthians 6:19-20) and should be cared for responsibly, questioning whether elective cosmetic surgery aligns with good stewardship.

- ✓ **Vanity and Materialism:** Concerns are raised about whether the pursuit of cosmetic surgery stems from vanity, insecurity, or a desire to conform to worldly standards.
- ✓ **Relief of Deformity or Suffering:** Some Christians may see reconstructive surgery to correct deformities or alleviate suffering as morally acceptable.
- ✓ **Individual Conscience and Motivation:** Ultimately, individual Christians must prayerfully consider their motivations and the potential impact of cosmetic surgery on their spiritual life and witness. There is no single, universally agreed-upon stance.
- ✓ **Distraction from Spiritual Priorities:** Some worry that excessive focus on physical appearance can distract from more important spiritual pursuits.

Lesson 5: Wisdom, Prudence, and Witty Inventions

- **Reading and Meditating on Proverbs 8:12:** Learners read and meditate on, "I wisdom dwell with prudence, and find out knowledge of witty inventions."
- **Interpretation:** Discuss the meaning of this proverb in the context of science and technology:
 - ✓ **Wisdom and Prudence:** These divine attributes are linked with the ability to discover and understand the intricacies of the world.
 - ✓ **Witty Inventions:** This phrase suggests that the capacity for clever and skillful inventions is connected to wisdom and understanding, which ultimately originate from God.
 - ✓ **God's Gift:** Our ability to innovate and create can be seen as a gift from God, to be used responsibly and for good.
- **Application:** Encourage learners to see their own creativity and the potential of science and technology as gifts that can be used wisely and prudently.

Lesson 6: Innovations for Improving Lives and Evangelism

- **Group Activity:** Form groups and have them come up with innovations or creative ways of using technology to improve lives and evangelize.
- **Examples of Technology for Good and Evangelism:**
 - ✓ **Developing educational apps or platforms based on Christian teachings.**
 - ✓ **Creating engaging Christian content (videos, music, podcasts) for online platforms.**
 - ✓ **Using social media for outreach, sharing testimonies, and building online Christian communities.**
 - ✓ **Developing technologies to aid in disaster relief and humanitarian work, demonstrating Christian compassion.**
 - ✓ **Creating tools for Bible translation and language learning to spread the Gospel.**

- ✓ **Utilizing virtual reality or augmented reality to create immersive Christian experiences or teachings.**
 - ✓ **Developing platforms for online Christian counseling and support.**
 - ✓ **Using technology to connect with isolated individuals or communities.**
 - ✓ **Creating ethical and responsible AI applications that reflect Christian values.**
- **Presentation and Discussion:** Groups present their ideas, and the class discusses the potential and ethical considerations of using technology in these ways.
 - **Conclusion:** Emphasize the importance of Christians engaging thoughtfully and ethically with science and technology, recognizing its potential for good while remaining grounded in biblical principles and values. Our response should be one of responsible stewardship, discerning use, and a recognition of God as the ultimate source of all wisdom and creativity.

This CLASS notes have been prepared by following the curriculum design Developed by KICD

All rights reserved

