

MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY AND VOCATIONAL TRAINING SCHEME OF WORK

NAME OF SCHOOL:

SUBJECT: BIBLE KNOWLEDGE

CLASS/ FORM: 1

YEAR: 2022

SUBJECT	CLASS	TERM	YEAR	SCHOOL NAME	TEACHER'S NAME
BIBLE KNOWLEDGE	FORM I	1 st TERM	2022		

COMPETENCE	OBJECTIVE	M O N T H	W E E K	MAIN TOPIC	SUB-TOPIC	P E R I O D	TEACHING ACTIVITIES	LEARNING ACTIVITIES	TEACHING/ LEARNING AIDS	REFERENCES	ASSESSMENT	REMARKS
CONTINUES ASSESSMENT TEST												
Demonstrate ability to: ● Understand God's creation and Acknowledge God as Creator of Everything and take responsibility as God's steward	Student should be able to: - Explain how the world was created and relate to theories of evolution - Mention what was created for each day and meaning of orderly creation work - Describe gender equality as God's plan - Apply the knowledge for caring environment	J A N U A R Y	4 th , 3 rd & 2 nd	1.0 CREATION (GEN 1&2)	1.1 First account of creation	6	Guide student to: - Discuss the stories of creation from Genesis 1&2 and relate to other stories of creation from societies - Individual narrate creation stories - Discuss gender issues in relation to creation stories - Brainstorm on environment issues in relation to God's intention of creation - To use reference from the power of God's word which God has put in tongue true believer	- Group discussions to explain how the world was created and relate to theories of evolution - Individual student, explain what was created for each day and the meaning of orderly work of creation - Formulate a group of three to four students to describe how the issue of gender equality was depicted in God's plan of creation - Brainstorming on how they can apply the knowledge obtained from creation account for caring their surrounding environment	The Bible: - Commentaries - Maps which show the pictures of created things - Other related literatures and internet sources	- RSV Bible (1971), Genesis 1 &2, British and Foreign Bible Society, Bible Society Resources Ltd. - Tokelamasha, J.A. (2003) <i>Brief Introduction together with Questions and Answers</i> , Njombe, Diocese of Njombe Printing House.	Through group discussion the student will be able to: - Explain how the world was created and relate to theories of evolution - Mention what was created for each day and meaning of orderly creation work - Describe gender equality as God's plan - Apply the knowledge for caring environment	
Demonstrate ability to: ● Uses the Knowledge gained in caring for environment and avoid sinful life ● Apprehend and Appreciate human dignity and Gender Equality	Student should be able to: - Narrate the second story of the creation - Distinguish the creation of creatures and the creation of man - Explain the gender balance in the story of creation	F E B R U A R Y	3 rd , 2 nd & 1 st		1.2 Second account of creation (1&2)	6	Guide student to: - To read the story of creation in Gen. 1&2 - Formulate group discussions, assigning them to differentiate the creation of man with the rest of animal kingdom - To use role play method, to demonstrate the issue of gender balance	- Reading in group the story of creation in Gen. 1&2 - Group discussions, to differentiate the creation of man with the rest of animal kingdom - Role playing, to demonstrate the issue of gender balance	---- DO---	Guneve, G.M. – Rugaiyamu, T.M. (2016) <i>Bible Knowledge Gear: Question and Answers</i> , Mwanza: Godwin Gunewe Publishers.	After reading the story, student will be able to: - Narrate the second story of the creation - Distinguish the creation of creatures and the creation of man - Explain the gender balance in the story of creation	

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	CONTINUES						ASSESSMENT	TEST	TWO	2021	-	
--- DO---	Student should be able to: - Describe the conditions given by God to Adam - Explained how sin entered into the world - Examine the gender relationship after the fall - Discuss how sin breaks relationships	M A R C H	2^N D A N D 1^S T	2.0 THE FALL AND ITS OUTCOME (GEN 3)	2.1 Fall of man	4	Guide student to: - Read Genesis chapter 3 and discuss the condition given by God to Adam - Debate and use role play method to explain how sin entered and gender relationship after the fall - Discuss how sin breaks relationships	- Reading Genesis chapter 3 and discuss the condition given by God to Adam - Debating and role playing how the sin entered and show the state of gender relationship after the fall - Discussing how sin breaks relationships	- The Bible - Library related literature - Video for creation - Role play costumes	- RSV Bible (1971), Genesis 3, British and Foreign Bible Society, Bible Society Resources Ltd. - Guneve, G.M. – Rugaiyamu, T.M. (2016) <i>Bible Knowledge Gear: Question and Answers</i>, Mwanza: Godwin Gunewe Publishers.	Through group discussion the student will be able to:	
: MID-TERM EXAMINATIONS												
MID-TERM SHORT BREAK												
11 TH APRIL TO 15 TH APRIL: CORRECTIONS OF MID-TERM EXAMINATIONS												
--- DO---	Student should be able to: - Explain the importance of faithfulness in offering to God - Describe the effects of sin	M A R C H	1^S T , 2^N D A N D 3^R D	--- DO ---	2.2 Cain and Abel (Gen 4)	6	Guide student to: - Read Genesis chapter 4 - Discuss in groups the importance of faithfulness to God - Use role play method to explain the outcome of sinfulness	- Reading Genesis chapter 4 - Discussing in groups the importance of faithfulness to God - Role playing method explaining the outcome of sinfulness	--- DO ---	--- DO---	Through the use of guided notes my students will be able to:	
	CONTINUES						ASSESSMENT	TEST	FOUR	2021		
--- DO---	Student should be able to: - Describe the reaction of God towards the lifestyles of the people in the time of Noah - Discuss the effects of sin of adultery in	M A Y	4^T H , 3^R D , 2^N D A		2.3 Flood Stories (Gen 6-10)	6	Guide student to: - Read the story of the flood in Genesis chapter 6 to 10 - Discuss in groups, the reaction of God against sin - Discuss in group, the effects of adultery for example HIV/AIDS, STDs - Use think pair share method to explain God's covenant to Noah	- Reading the story of the flood in Genesis chapter 6 to 10 - Discussing in groups, the reaction of God against sin - Discussing in group, the effects of adultery for example HIV/AIDS, STDs - Using think pair share method to explain God's covenant to Noah	- The Bible: - Commentaries - Other related literatures - Video for creation	- RSV Bible (1971), Genesis 6 &10, British and Foreign Bible Society, Bible Society Resources Ltd.	By the use of the brainstorming method the student will be able to:	

