Grade 5 Christian Religious Education

Term 1 - 30 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

30 complete, ready-to-teach Grade 5 Christian Religious Education lesson plans for Term 1, covering my purpose (Talents and Abilities), work, the fall of man, family unity, the Bible as a guide, Bible stories: peter and john in the temple, king solomon the wise ruler, noah and his sons, A hand writes on the wall and mount carmel contest.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	My Purpose (Talents and Abilities)	3
1.2	Work	3
1.3	The Fall of Man	3
1.4	Family Unity	3
2.1	The Bible as a Guide	3
2.2	Bible Stories: Peter and John in the Temple	3
2.3	King Solomon the Wise Ruler	3
2.4	Noah and his sons	3
2.5	A hand writes on the Wall	3
2.6	Mount Carmel Contest	3

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

CONTENTS

No.	Lesson	Topic	Page
1	Talents, gifts and abilities	1.1 My Purpose (Talents and Abilities)	4
2	The Parable of the Talents	1.1 My Purpose (Talents and Abilities)	7
3	Nurturing our talents	1.1 My Purpose (Talents and Abilities)	10
4	Responsibilities God gave human beings	1.2 Work	13
5	Our roles at home, school and church	1.2 Work	16
6	Child labour: causes and effects	1.2 Work	19
7	The Fall of Man	1.3 The Fall of Man	22
8	Lessons from the Fall of Man	1.3 The Fall of Man	25
9	Choosing obedience	1.3 The Fall of Man	28
10	The importance of family unity	1.4 Family Unity	31
11	Challenges families face today	1.4 Family Unity	34
12	Contributing to a happy family	1.4 Family Unity	37
13	Uses of the Bible in society today	2.1 The Bible as a Guide	40
14	Benefits of reading the Bible	2.1 The Bible as a Guide	43
15	Building a habit of Bible reading	2.1 The Bible as a Guide	46
16	The story of Peter and John in the Temple	2.2 Bible Stories: Peter and John in the Temple	49
17	Lessons from the story	2.2 Bible Stories: Peter and John in the Temple	52
18	Standing firm in faith	2.2 Bible Stories: Peter and John in the Temple	55
19	The story of King Solomon's wise judgement	2.3 King Solomon the Wise Ruler	58
20	Lessons from Solomon's wisdom	2.3 King Solomon the Wise Ruler	61
21	Making wise decisions in daily life	2.3 King Solomon the Wise Ruler	64
22	Noah and his sons: a story about respect	2.4 Noah and his sons	67
23	Ways of showing respect to the elderly	2.4 Noah and his sons	70
24	Practising respect for elders	2.4 Noah and his sons	73
25	The hand that wrote on the wall	2.5 A hand writes on the Wall	76
26	Lessons and the benefits of humility	2.5 A hand writes on the Wall	79
27	Emulating Daniel's faithfulness	2.5 A hand writes on the Wall	82
28	The Mount Carmel contest	2.6 Mount Carmel Contest	85

29	Distinguishing true and false gods	2.6 Mount Carmel Contest	88
30	Lessons and emulating Elijah	2.6 Mount Carmel Contest	91

Talents, gifts and abilities

Strand 1.0 Creation > Sub-strand 1.1 My Purpose (Talents and Abilities) | Lesson 1 of 3 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) identify their own talents, gifts and abilities; b) explain that God gives everyone a purpose

KEY INQUIRY QUESTION(S)

- Why is it important to know your talents, gifts and abilities?
- How do you nurture your talents, gifts and abilities?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Human rights and responsibilities**	Developed through the activities in this lesson.

LEARNING RESOURCES

A simple retelling or chart of the Parable of the Talents (Matthew 25:14-30) | Manila paper for a talents chart

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

talent | purpose | steward | nurture

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Name one thing you are genuinely good at, or enjoy doing well." Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use a simple retelling or chart of the Parable of the Talents (Matthew 25:14-30), manila paper for a talents chart. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why might discovering your talents help you understand your purpose?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

God-given purpose

Christians believe every person is created by God with real talents, gifts and abilities, and a genuine purpose to live meaningfully - no one is created by accident or without value.

Discovering and using these talents is part of living out the purpose God has for each person's life.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What do Christians believe about why God gives people talents?	**They are given so each person can live meaningfully and fulfil their God-given purpose**
2	Name one talent or ability you have.	**Any genuine, real personal example**
3	Does everyone have a purpose, according to this teaching?	**Yes**
4	Why might discovering your talents help you understand your purpose?	**Using the talents you have been given is part of living out that purpose**

WATCH OUT FOR

Learners compare themselves unfavourably to others' talents. Reinforce that every learner genuinely has real talents worth discovering.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can identify their own talents, gifts and abilities confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can identify their own talents, gifts and abilities accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly identify their own talents, gifts and abilities, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet identify their own talents, gifts and abilities without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a simple list of talent categories (sports, art, music, helping others, schoolwork) to prompt learners who struggle to name one.
Learners ready for more	Ask a family member what talent they think you have, and compare it with your own answer. (Answer: Any genuine, real personal reflection)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "talents, gifts and abilities" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

The Parable of the Talents

Strand 1.0 Creation > Sub-strand 1.1 My Purpose (Talents and Abilities) | Lesson 2 of 3 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) narrate the parable of the talents; b) explain its basic meaning

KEY INQUIRY QUESTION(S)

- Why is it important to know your talents, gifts and abilities?
- How do you nurture your talents, gifts and abilities?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Human rights and responsibilities**	Developed through the activities in this lesson.

LEARNING RESOURCES

A simple retelling or chart of the Parable of the Talents (Matthew 25:14-30) | Manila paper for a talents chart

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

talent | purpose | steward | nurture

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "If someone trusted you with something valuable and asked you to look after it well, what would you do with it?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use a simple retelling or chart of the Parable of the Talents (Matthew 25:14-30), manila paper for a talents chart. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "How did the master respond to each servant on his return?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

The Parable of the Talents (Matthew 25:14-30)

In this parable, a master leaves on a journey, entrusting money (talents) to three servants according to their ability. Two servants invest their talents and gain more; the third, out of fear, buries his in the ground and gains nothing. When the master returns, he praises the two who used their talents well, and is displeased with the one who did nothing with his.

This is a summary of the parable's well-known meaning, not a word-for-word retelling - the teacher should read the full passage from a Bible for the exact account.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What did the master give to his three servants before leaving?	**Talents (money), according to each servant's ability**
2	What did two of the servants do with their talents?	**Invested them and gained more**
3	What did the third servant do with his talent?	**Buried it in the ground out of fear, gaining nothing**
4	How did the master respond to each servant on his return?	**He praised the two who used their talents well, and was displeased with the one who did nothing**