Grade 6 Christian Religious Education

Term 1 - 34 complete lesson plans

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

ABOUT THIS PACK

34 complete, ready-to-teach Grade 6 Christian Religious Education lesson plans for Term 1, covering my purpose, marriage and family, leisure, the inspired word of God, the Ten Commandments, Samson defeats the Philistines, faith in God (Elisha) and Jacob wrestles an angel.

TOPICS IN THIS PACK

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2.4	Faith in God (Elisha)	4
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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.

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ELIMU254

Our God-given talents and abilities

Strand 1.0 Creation > Sub-strand 1.1 My purpose | Lesson 1 of 5 | 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) name their own talents and abilities; b) explain that talents are gifts from God

KEY INQUIRY QUESTION(S)

- How do you use your God-given talents and abilities?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Self-awareness**	Developed through the activities in this lesson.
PCI	**Talent identification**	Developed through the activities in this lesson.

LEARNING RESOURCES

Good News Bible | Flash cards of talents (singing, drawing, sport, leadership, kindness, farming) | Chart paper and markers

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 | ability | gift | purpose | nurture | serve | Holy Spirit

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "What is one thing you do well that makes you happy?" 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	Take learners through "Talents and abilities" (key teaching on the next page), explaining as you go. Use good News Bible, flash cards of talents (singing, drawing, sport, leadership, kindness, farming), chart paper and markers. Ask learners to predict what comes next 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: "Name one talent you have."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY TEACHING

Talents and abilities

A talent is a natural gift for doing something well, such as singing, drawing, running or leading. An ability is a skill a person has developed, such as reading well, cooking or fixing things. Christians believe every person is created by God with special gifts and a purpose.

Everyone has talents, even if they are not yet discovered: being kind, listening well, making others laugh and caring for animals are gifts too. Each learner lists three talents or abilities they have and shares one with a partner.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a talent?	**A natural gift for doing something well**
2	Name two talents.	**Any two, for example singing, drawing, sport, leadership, kindness**
3	According to Christians, who gives talents?	**God**
4	Name one talent you have.	**Any honest answer**

WATCH OUT FOR

Some learners say they have no talent. Help them notice gifts such as kindness, patience or hard work.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use talent flash cards for learners to pick from.
Learners ready for more	Ask a family member what talent they see in you. (Answer: A real answer from home)
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 "our God-given talents 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.

ELIMU254

How we use our talents and abilities

Strand 1.0 Creation > Sub-strand 1.1 My purpose | Lesson 2 of 5 | 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 discuss how they use their talents and abilities at home, school and church

KEY INQUIRY QUESTION(S)

- How do you use your God-given talents and abilities?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Self-awareness**	Developed through the activities in this lesson.
PCI	**Talent identification**	Developed through the activities in this lesson.

LEARNING RESOURCES

Good News Bible | Flash cards of talents (singing, drawing, sport, leadership, kindness, farming) | Chart paper and markers

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 | ability | gift | purpose | nurture | serve | Holy Spirit

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Where have you used your talent this week?" 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	Take learners through "Using talents" (key teaching on the next page), explaining as you go. Use good News Bible, flash cards of talents (singing, drawing, sport, leadership, kindness, farming), chart paper and markers. Ask learners to predict what comes next 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 should talents be used and not hidden?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY TEACHING

Using talents

Talents can be used at home (helping to cook, caring for younger children), at school (in the choir, sports teams, clubs, as a class prefect, helping a classmate with reading), in church (singing, reading the Bible aloud, ushering, Sunday school) and in the community (clean-ups, helping elders).

Groups list ways each member uses their talents, and role-play one talent being used to help someone.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give one way to use a talent at school.	**Any one, for example choir, sports, clubs, helping a classmate**
2	Give one way to use a talent in church.	**Any one, for example singing, reading, ushering, Sunday school**
3	How did your group's role-play show a talent helping someone?	**A real description**
4	Why should talents be used and not hidden?	**They help others and grow when used**

WATCH OUT FOR

Learners boast or mock others' talents. Every talent is valued equally.