PP1 Christian Religious Education

Term 1 - 19 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

ABOUT THIS PACK

19 complete, ready-to-teach PP1 Christian Religious Education lesson plans for Term 1, covering who is God?, myself and my family.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Who is God?	7
1.2	Myself	6
1.3	My Family	6

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.

A TASTE OF LESSON 1

God made everything

By the end of the lesson, the learner should be able to say that God created everything

> **God the Creator**
> Tell simply: in the beginning God made the sky, the land, the sea, the plants, the animals and people (Genesis 1). Show creation pictures; children name what God made.

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

God made everything

Strand 1.0 God's creation > Sub-strand 1.1 Who is God? | Lesson 1 of 7 | 30 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 say that God created everything

KEY INQUIRY QUESTION(S)

- Who is God?
- Where does He live?
- Who is your heavenly Father?
- Who created you?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Life skills (self-awareness, self-esteem)**	Learners practise decision making and working with others.
PCI	**Environmental awareness**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

Good News Bible | Pictures and charts of God's creation (sky, plants, animals, people) | Songs and short poems about God the Creator

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

God | Creator | create | Father | heaven | thank you

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Key question: who created you? Look out of the window. Who made the sky, the trees and the birds?" 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	7	Take learners through "God the Creator" (learning activity on the next page), explaining as you go. Use good News Bible, pictures and charts of God's creation (sky, plants, animals, people), songs and short poems about God the Creator. 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	8	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	7	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	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Point to something God made in the picture."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

God the Creator

Tell simply: in the beginning God made the sky, the land, the sea, the plants, the animals and people (Genesis 1). Show creation pictures; children name what God made.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Who made the sky?	**God**
2	Name something God made.	**Trees (answers vary)**
3	Who created you?	**God**
4	Point to something God made in the picture.	**Child points**

WATCH OUT FOR

Children from other faiths; let them listen respectfully.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use pictures.
Learners ready for more	Name three things God made. (Answer: Child names)
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 "god made everything" 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

Who is God?

Strand 1.0 God's creation > Sub-strand 1.1 Who is God? | Lesson 2 of 7 | 30 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 say who God is

KEY INQUIRY QUESTION(S)

- Who is God?
- Where does He live?
- Who is your heavenly Father?
- Who created you?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Peace**	Learners settle differences calmly during group work.
PCI	**Life skills (self-awareness, self-esteem)**	Learners practise decision making and working with others.
PCI	**Environmental awareness**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

Good News Bible | Pictures and charts of God's creation (sky, plants, animals, people) | Songs and short poems about God the Creator

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

God | Creator | create | Father | heaven | thank you

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Key questions: who is God? Where does He live?" 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	7	Take learners through "God is..." (learning activity on the next page), explaining as you go. Use good News Bible, pictures and charts of God's creation (sky, plants, animals, people), songs and short poems about God the Creator. 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.
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Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Can we see the things God made?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

God is...

Christians believe God made us, loves us and cares for us. The Bible teaches that God is in heaven and is also with us everywhere.

We cannot see God, but we see the things He made.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Who made us?	**God**
2	Where does God live?	**In heaven**
3	Does God love us?	**Yes**
4	Can we see the things God made?	**Yes**

WATCH OUT FOR

Big questions ("Who made God?"); answer simply and kindly.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can say who God is confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
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Below expectations (BE)	Cannot yet say who God is without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Repeat key sentences together.
Learners ready for more	Say "God made me and loves me". (Answer: Child says it)
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 "who is God?" and bring one question of your own to ask next lesson.

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