PP1 Christian Religious Education

Term 2 - 28 complete lesson plans

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

ABOUT THIS PACK

28 complete, ready-to-teach PP1 Christian Religious Education lesson plans for Term 2, covering communicating to God through prayer, the Bible, birth of Jesus Christ and Christian festivals: Christmas.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.4	Communicating to God through Prayer	7
2.1	The Bible	7
3.1	Birth of Jesus Christ	7
3.2	Christian Festivals: Christmas	7

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

Talking to God

By the end of the lesson, the learner should be able to say that prayer is talking to God

> **What is prayer?**
> Prayer is talking to God. We can thank Him, praise Him, ask for help and pray for others.
> God hears us wherever we are (Jeremiah 29:12).

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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Talking to God

Strand 1.0 God's creation > Sub-strand 1.4 Communicating to God through Prayer | 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 prayer is talking to God

KEY INQUIRY QUESTION(S)

- How do you communicate to God?
- How do you pray?
- What times do you pray?
- Who answers your prayers?
- How can you thank God?

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	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Obedience**	Developed through the activities in this lesson.
VALUE	**Peace**	Learners settle differences calmly during group work.
PCI	**Effective communication**	Developed through the activities in this lesson.
PCI	**Self-esteem**	Developed through the activities in this lesson.

LEARNING RESOURCES

Good News Bible | Pictures of people praying | Audio of a simple children's prayer (optional)

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

pray | prayer | kneel | Amen | thank | praise

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: how do you communicate to God?" 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 "What is prayer?" (learning activity on the next page), explaining as you go. Use good News Bible, pictures of people praying, audio of a simple children's prayer (optional). 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: "Can we pray anywhere?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

What is prayer?
Prayer is talking to God. We can thank Him, praise Him, ask for help and pray for others.
God hears us wherever we are (Jeremiah 29:12).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is prayer?	**Talking to God**
2	Does God hear us?	**Yes**
3	What can we say to God?	**Thank you (answers vary)**
4	Can we pray anywhere?	**Yes**

WATCH OUT FOR

Different family practices; all are respected.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Pictures of people praying.
Learners ready for more	Name something to thank God for. (Answer: Answers will vary)
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 "talking to God" 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.

Times of prayer

Strand 1.0 God's creation > Sub-strand 1.4 Communicating to God through Prayer | 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 name different times of prayer

KEY INQUIRY QUESTION(S)

- How do you communicate to God?
- How do you pray?
- What times do you pray?
- Who answers your prayers?
- How can you thank God?

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	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Obedience**	Developed through the activities in this lesson.
VALUE	**Peace**	Learners settle differences calmly during group work.
VALUE	**Honesty**	Developed through the activities in this lesson.
PCI	**Effective communication**	Developed through the activities in this lesson.
PCI	**Self-esteem**	Developed through the activities in this lesson.

LEARNING RESOURCES

Good News Bible | Pictures of people praying | Audio of a simple children's prayer (optional)

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

pray | prayer | kneel | Amen | thank | praise

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: what times do you pray?" 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 "Times to pray" (learning activity on the next page), explaining as you go. Use good News Bible, pictures of people praying, audio of a simple children's prayer (optional). 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: "Name another time to pray."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Times to pray

When we wake up, before meals, before school and lessons, before sleeping, at church, and when we are happy, sad or afraid.

Peter and John went to the temple at the time of prayer (Acts 3:1).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	When do you pray in the morning?	**When I wake up**
2	Do we pray before eating?	**Yes**
3	Can we pray when we are afraid?	**Yes**
4	Name another time to pray.	**Before sleeping (answers vary)**

WATCH OUT FOR

Children who do not pray at home; no judgement.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Sun and moon picture cards.
Learners ready for more	Name three times to pray. (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 "times of prayer" 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.