PP2 Christian Religious Education

Term 1 - 26 complete lesson plans

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

ABOUT THIS PACK

26 complete, ready-to-teach PP2 Christian Religious Education lesson plans for Term 1, covering God the creator, caring for God's creation and handling the Holy Bible.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	God the Creator	9
1.2	Caring for God's Creation	9
2.1	Handling the Holy Bible	8

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 name things created by God

> **Creation**
> Tell simply the story of creation (Genesis 1): light, sky, land and sea, plants, sun, moon and stars, fish and birds, animals, and people.
> Show creation pictures as you tell it.

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	God made everything	1.1 God the Creator	3
2	God made the sky and the land	1.1 God the Creator	6
3	God made plants and animals	1.1 God the Creator	9
4	God made people	1.1 God the Creator	12
5	Drawing God's creation	1.1 God the Creator	15
6	Songs about creation	1.1 God the Creator	18
7	Keeping God's world clean	1.1 God the Creator	21
8	Thank you, God	1.1 God the Creator	24
9	God the Creator review	1.1 God the Creator	27
10	God asks us to care	1.2 Caring for God’s Creation	30
11	Caring for myself	1.2 Caring for God’s Creation	33
12	Caring for others	1.2 Caring for God’s Creation	36
13	Plants at home and school	1.2 Caring for God’s Creation	39
14	Caring for plants	1.2 Caring for God’s Creation	42
15	Animals at home and school	1.2 Caring for God’s Creation	45
16	Caring for animals	1.2 Caring for God’s Creation	48
17	Three ways to care for creation	1.2 Caring for God’s Creation	51
18	Caring for creation review	1.2 Caring for God’s Creation	54
19	The Holy Bible	2.1 Handling the Holy Bible	57
20	Clean hands for the Bible	2.1 Handling the Holy Bible	60
21	Turning pages gently	2.1 Handling the Holy Bible	63
22	Keeping the Bible safe	2.1 Handling the Holy Bible	66
23	Covering the Bible	2.1 Handling the Holy Bible	69
24	Five ways to handle the Bible	2.1 Handling the Holy Bible	72
25	Songs about the Bible	2.1 Handling the Holy Bible	75
26	Handling the Bible review	2.1 Handling the Holy Bible	78

ELIMU254

God made everything

Strand 1.0 Creation > Sub-strand 1.1 God the Creator | Lesson 1 of 9 | 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 things created by God

KEY INQUIRY QUESTION(S)

- How do we appreciate God's creation?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Environmental awareness**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

Good News Bible | Pictures of creation | Paper and crayons | Songs about God's creation

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 | create | Creator | sky | sun | plants | animals | people

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

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	4	Greet the class and ask: "Who made the sun, the trees and you?" 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 "Creation" (learning activity on the next page), explaining as you go. Use good News Bible, pictures of creation, paper and crayons. 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 five things God made."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Creation

Tell simply the story of creation (Genesis 1): light, sky, land and sea, plants, sun, moon and stars, fish and birds, animals, and people.

Show creation pictures as you tell it.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Who made the world?	**God**
2	Name something God made.	**Trees (answers vary)**
3	What did God make last?	**People**
4	Name five things God made.	**Sun, trees, birds, fish, people (answers vary)**

WATCH OUT FOR

Children of other faiths listen respectfully.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can name things created by God confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can name things created by God accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly name things created by God, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet name things created by God 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 things God made in the sky. (Answer: Sun, moon, stars)
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

God made the sky and the land

Strand 1.0 Creation > Sub-strand 1.1 God the Creator | Lesson 2 of 9 | 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 things in the sky and on the land

KEY INQUIRY QUESTION(S)

- How do we appreciate God's creation?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Environmental awareness**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

Good News Bible | Pictures of creation | Paper and crayons | Songs about God's creation

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 | create | Creator | sky | sun | plants | animals | people

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

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	4	Greet the class and ask: "Look up. What do you see?" 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 "Sky and land" (learning activity on the next page), explaining as you go. Use good News Bible, pictures of creation, paper and crayons. 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: "When do we see the moon?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Sky and land

In the sky: sun, moon, stars, clouds. On the land: mountains, rivers, soil, rocks.

Go outside and name things God made that you can see.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name something in the sky.	**The sun (answers vary)**
2	Name something on the land.	**A river (answers vary)**
3	Who made them?	**God**
4	When do we see the moon?	**At night**

WATCH OUT FOR

Never look straight at the sun.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Pictures.
Learners ready for more	Name three things you saw outside. (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 the sky and the land" 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?
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REFLECTION ON THE LESSON / SELF-REMARKS

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