PP2 Christian Religious Education

Term 3 - 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 PP2 Christian Religious Education lesson plans for Term 3, covering responsibility, A house of God and church activities.

TOPICS IN THIS PACK

Topic	Name	Lessons
4.2	Responsibility	9
5.1	A House of God	9
5.2	Church Activities	10

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

Doing our work well

By the end of the lesson, the learner should be able to say what it means to be responsible

> **Colossians 3:23**
> Listen to Colossians 3:23: whatever you do, work at it with all your heart, as if working for the Lord.
> Being responsible means caring for our things and doing our jobs well without being told again and again.

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

Doing our work well

Strand 4.0 Christian Values > Sub-strand 4.2 Responsibility | 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 say what it means to be responsible

KEY INQUIRY QUESTION(S)

- How do you care for your school items?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

Good News Bible | Children's own school items | Paper and crayons | Brooms, gloves and a litter bin | Watering cans

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

responsible | bag | book | pencil | chore | sweep | tidy

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: "What does it mean to do a job 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	7	Take learners through "Colossians 3:23" (learning activity on the next page), explaining as you go. Use good News Bible, children's own school items, 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: "Who are we working for, the verse says?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Colossians 3:23

Listen to Colossians 3:23: whatever you do, work at it with all your heart, as if working for the Lord.

Being responsible means caring for our things and doing our jobs well without being told again and again.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What does the Bible verse ask us to do?	**Work with all our heart**
2	What does responsible mean?	**Caring for things and doing our jobs well**
3	Name one job you do well.	**Answers will vary**
4	Who are we working for, the verse says?	**The Lord**

WATCH OUT FOR

Keep it simple and positive.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Act doing a job well and a job badly.
Learners ready for more	Say "I will work with all my heart". (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 "doing our work well" 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

Items we carry to school

Strand 4.0 Christian Values > Sub-strand 4.2 Responsibility | 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 mention and count items they carry to school

KEY INQUIRY QUESTION(S)

- How do you care for your school items?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

Good News Bible | Children's own school items | Paper and crayons | Brooms, gloves and a litter bin | Watering cans

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

responsible | bag | book | pencil | chore | sweep | tidy

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: "What is in your school bag today?" 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 "Our items" (learning activity on the next page), explaining as you go. Use good News Bible, children's own school items, 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 three items."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Our items
Children display the items they carry: bag, books, pencil, crayons, water bottle, lunch box, handkerchief. Name and count them together.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name an item you carry to school.	**A pencil (answers vary)**
2	How many items did you bring?	**Child counts**
3	What do you carry your items in?	**A bag**
4	Name three items.	**Bag, book, pencil (answers vary)**

WATCH OUT FOR

Children carry different things; never compare whose items are better.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use class items for children with few.
Learners ready for more	Which item do you use most? (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 "items we carry to school" 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.