Grade 1 Christian Religious Education

Term 1 - 27 complete lesson plans

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

ABOUT THIS PACK

27 complete, ready-to-teach Grade 1 Christian Religious Education lesson plans for Term 1, covering self-awareness, my family, creation of plants and animals, the word of God and Joseph and his brothers.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Self-Awareness	5
1.2	My Family	5
1.3	Creation of Plants and Animals	5
2.1	The Word of God	4
2.2	Joseph and His Brothers	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 me special

By the end of the lesson, the learner should be able to: a) say that God made every person special; b) name things that make me different from others

> **Each person is unique**
> The Bible teaches that God made every person. No two people are exactly the same: we have different faces, voices, fingerprints, hair and gifts.
> Being unique means there is only one of you. God made you special and loves you.

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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God made me special

Strand 1.0 Creation > Sub-strand 1.1 Self-Awareness | Lesson 1 of 5 | 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: a) say that God made every person special; b) name things that make me different from others

KEY INQUIRY QUESTION(S)

- What makes you a special creation?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Gender issues**	Developed through the activities in this lesson.
PCI	**Life skills (self-esteem)**	Learners practise decision making and working with others.

LEARNING RESOURCES

A children's Bible or Bible picture book | A small mirror | Name cards for each learner | Drawing paper and crayons

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 | special | unique | name | boy | girl | Bible

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 in a small mirror (or at your partner). Say one thing about how you look." 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 "Each person is unique" (bible teaching and activity on the next page), explaining as you go. Use a children's Bible or Bible picture book, a small mirror, name cards for each learner. 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: "Does God love every person?"	Say the key idea in their own words and answer the exit question in the exercise book.

BIBLE TEACHING AND ACTIVITY

Each person is unique

The Bible teaches that God made every person. No two people are exactly the same: we have different faces, voices, fingerprints, hair and gifts.

Being unique means there is only one of you. God made you special and loves you.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Who made you?	**God**
2	Name one thing that makes you different from your friend.	**Answers vary**
3	What does "unique" mean?	**There is only one of you**
4	Does God love every person?	**Yes**

WATCH OUT FOR

Learners tease others about looks. Stress that every difference is part of God's design.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Compare thumbprints on paper: no two are the same.
Learners ready for more	Draw yourself and add one thing you are good at. (Answer: Answers 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 "god made me special" 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.

God created us male and female

Strand 1.0 Creation > Sub-strand 1.1 Self-Awareness | Lesson 2 of 5 | 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: a) state that God created people male and female (Genesis 1:27); b) say whether I am a boy or a girl

KEY INQUIRY QUESTION(S)

- What makes you a special creation?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Gender issues**	Developed through the activities in this lesson.
PCI	**Life skills (self-esteem)**	Learners practise decision making and working with others.

LEARNING RESOURCES

A children's Bible or Bible picture book | A small mirror | Name cards for each learner | Drawing paper and crayons

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 | special | unique | name | boy | girl | Bible

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
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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: "Ask: who are the boys in our class? Who are the girls?" 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 "Genesis 1:27 (summarised)" (bible teaching and activity on the next page), explaining as you go. Use a children's Bible or Bible picture book, a small mirror, name cards for each learner. 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 one thing both boys and girls can do."	Say the key idea in their own words and answer the exit question in the exercise book.

BIBLE TEACHING AND ACTIVITY

Genesis 1:27 (summarised)
The Bible says God created human beings in His own image; He created them male and female.
Boys and girls are both made by God and are equally loved and valuable. Boys and girls can both learn, play, help at home and serve God.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	According to Genesis 1:27, how did God create people?	**Male and female, in His own image**
2	Are you a boy or a girl?	**Answers vary**
3	Who does God love more: boys or girls?	**God loves both equally**
4	Name one thing both boys and girls can do.	**Answers vary; for example learn, help at home, pray**

WATCH OUT FOR

Learners say some jobs are "only for girls" or "only for boys". Gently show both can help.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can state that God created people male and female (Genesis 1:27) confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can state that God created people male and female (Genesis 1:27) accurately in familiar situations; notices and corrects slips without help.
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Below expectations (BE)	Cannot yet state that God created people male and female (Genesis 1:27) without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Show a picture of a boy and a girl and say "Both are made by God."
Learners ready for more	Say one way boys and girls can help each other. (Answer: Answers 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 "god created us male and female" and bring one question of your own to ask next lesson.

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