Grade 3 Christian Religious Education

Term 1 - 32 complete lesson plans

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

ABOUT THIS PACK

32 complete, ready-to-teach Grade 3 Christian Religious Education lesson plans for Term 1, covering self-awareness, my family, Adam and Eve, the Bible as the word of God, Moses and the burning bush, the big fish swallows Jonah, Naaman is healed and the three Hebrew men.

TOPICS IN THIS PACK

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1.3	Adam and Eve	4
2.1	The Bible as the Word of God	4
2.2	Moses and the burning bush	4
2.3	The big fish swallows Jonah	4
2.4	Naaman is healed	4
2.5	The three Hebrew men	4

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.

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 us male and female

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) read Genesis 1:27 and say what it teaches; b) state my gender and say that God made me

KEY INQUIRY QUESTION(S)

- Why is it important to appreciate your gender?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Gender awareness**	Developed through the activities in this lesson.

LEARNING RESOURCES

A children's Bible | Flashcards and markers | Drawing paper and crayons | Picture cards of faces showing feelings

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

create | image | male | female | feelings | happy | sad | choice | Psalm | Genesis

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: "Sing a short song of praise. Then ask: "Who made the trees, the animals 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 "Genesis 1:27 (summarised)" (bible teaching and activity on the next page), explaining as you go. Use a children's Bible, flashcards and markers, drawing 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: "State your gender."	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)
God created human beings in His own image. He created them male and female.
So every boy and every girl is made by God and carries His image. No one is a mistake.
Each learner says: "I am a boy (or a girl). God made me and God loves me."

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Who created human beings?	**God**
2	In whose image were people created?	**In God's own image**
3	According to Genesis 1:27, how did God create people?	**Male and female**
4	State your gender.	**I am a boy / I am a girl**

WATCH OUT FOR

Laughter or teasing when learners state their gender. Keep the tone calm and respectful; God made and loves every one of us.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can read Genesis 1:27 and say what it teaches confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can read Genesis 1:27 and say what it teaches accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly read Genesis 1:27 and say what it teaches, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet read Genesis 1:27 and say what it teaches without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Read the verse slowly together, pointing at each word, then say it in simple words.
Learners ready for more	Draw yourself and write: "God made me in His image." (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 us male and female" 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.

Boys and girls: gifts from God

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) list activities done by boys and girls; b) show respect for both boys and girls

KEY INQUIRY QUESTION(S)

- Why is it important to appreciate your gender?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
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LEARNING RESOURCES

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ORGANISATION OF LEARNING

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KEY WORDS

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THE LESSON AT A GLANCE

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Write Psalm 139:13 on a flashcard as the teacher writes it on the board. Read it aloud together." 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 "Psalm 139:13 (summarised)" (bible teaching and activity on the next page), explaining as you go. Use a children's Bible, flashcards and markers, drawing 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: "Should we laugh at a boy who sweeps or a girl who plays football?"	Say the key idea in their own words and answer the exit question in the exercise book.

BIBLE TEACHING AND ACTIVITY

Psalm 139:13 (summarised)

The psalm writer praises God, who formed him carefully even before he was born.

God made both boys and girls with care. Many activities are done by both: reading, praying, sweeping, fetching water, playing football, singing in church.

We thank God for our gender and respect one another. A boy is not better than a girl, and a girl is not better than a boy.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What does Psalm 139:13 teach about how God made you?	**God formed me carefully before I was born**
2	Name two activities boys and girls can both do.	**Answers vary; for example reading, singing, sweeping, playing**
3	Name one way to show respect to a learner of the other gender.	**Answers vary; for example sharing, not teasing, letting them play**
4	Should we laugh at a boy who sweeps or a girl who plays football?	**No; both are good activities and God made us all**

WATCH OUT FOR

Learners saying "only girls cook" or "only boys play football". Guide them to see that both can help and play.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
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Below expectations (BE)	Cannot yet list activities done by boys and girls without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Use picture cards of activities; the learner sorts them into "boys", "girls" and "both", then sees how many fit "both".
Learners ready for more	Write two sentences thanking God for making you a boy or a girl. (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 "boys and girls: gifts from God" and bring one question of your own to ask next lesson.

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