Grade 5 Christian Religious Education

Term 2 - 30 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

30 complete, ready-to-teach Grade 5 Christian Religious Education lesson plans for Term 2, covering God's protection, the call of Moses, john the baptist, the baptism of Jesus Christ, calming the storm, feeding the four thousand, healing the paralysed man, parable of the lost sheep, sermon on the mount and the rich young ruler.

TOPICS IN THIS PACK

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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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Daniel in the lions' den

Strand 2.0 The Bible > Sub-strand 2.7 God’s Protection | Lesson 1 of 3 | 35 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) narrate the story of Daniel in the lions' den; b) identify why Daniel was thrown into the den

KEY INQUIRY QUESTION(S)

- How did God protect Daniel in the lions' den?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Safety and security**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

A simple summary or chart of Daniel 6

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

protection | trust | faithful | decree

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 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	5	Greet the class and ask: "If you were told to stop doing something important to you, like praying, just to please others, what would you do?" 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	8	Work through the worked example on the next page, thinking aloud. Use a simple summary or chart of Daniel 6. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	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	8	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	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What did the king find the next morning?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Daniel in the lions' den (Daniel 6)
Jealous officials trick King Darius into signing a decree banning prayer to anyone but the king for thirty days. Daniel continues praying to God as he always has, and is caught and thrown into a den of lions as punishment. The next morning, the king finds Daniel completely unharmed - God had sent an angel to shut the lions' mouths.
This is a summary of the story's well-known meaning, not a word-for-word retelling - the teacher should read the full passage from a Bible for the exact account.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What did the officials trick King Darius into signing?	**A decree banning prayer to anyone but the king for thirty days**
2	What did Daniel do despite this new decree?	**Continued praying to God as he always had**
3	What happened to Daniel as a result?	**He was thrown into a den of lions**
4	What did the king find the next morning?	**Daniel completely unharmed**

WATCH OUT FOR

This pack summarises the story's meaning; it never claims to be the exact biblical wording. Read the full passage from a real Bible for the precise account.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Read the summary slowly, checking understanding of the trick, Daniel's choice, and the outcome.
Learners ready for more	Why do you think Daniel kept praying, even knowing it could put him in danger? (Answer: Any reasonable, thoughtful idea about faithfulness and trust in God, even at real personal risk)
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 "daniel in the lions' den" 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.

Lessons on trusting God's protection

Strand 2.0 The Bible > Sub-strand 2.7 God's Protection | Lesson 2 of 3 | 35 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) outline lessons learnt on trusting God's protection; b) connect these lessons to faithfulness

KEY INQUIRY QUESTION(S)

- How did God protect Daniel in the lions' den?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Safety and security**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

A simple summary or chart of Daniel 6

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

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THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 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	5	Greet the class and ask: "What do you think this story teaches about staying faithful, even when it feels risky?" 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	8	Work through the worked example on the next page, thinking aloud. Use a simple summary or chart of Daniel 6. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	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	8	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	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What part of Daniel's story is described as part of the lesson, beyond just the rescue itself?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Lessons on God's protection

This story teaches that remaining faithful to one's beliefs, even under pressure or threat, matters deeply, that God is described as caring for and protecting those who trust Him, and that real courage often means continuing to do what is right, even when it is not the safe or easy choice.

Daniel's calm, consistent faithfulness - not just his dramatic rescue - is itself part of the lesson.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What does this story teach about staying faithful under pressure?	**It matters deeply, even when it feels risky**
2	How is God described in this story, in relation to those who trust Him?	**As caring for and protecting them**
3	What does real courage often mean, according to this lesson?	**Continuing to do what is right, even when it is not the safe or easy choice**
4	What part of Daniel's story is described as part of the lesson, beyond just the rescue itself?	**His calm, consistent faithfulness throughout**

WATCH OUT FOR

Keep the focus on faithfulness and trust, not on a simplistic "nothing bad ever happens to faithful people" message, which would misrepresent the real complexity of faith.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Discuss the idea of staying faithful even when it feels uncertain, using an age-appropriate, real example.
Learners ready for more	Describe one real situation where staying true to what is right, even under pressure, took courage. (Answer: Any genuine, reasonable and age-appropriate example)
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 "lessons on trusting God's protection" 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.
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