Grade 5 Christian Religious Education

Term 3 - 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 3, covering A friend at midnight, the early church, the Lord's supper, the Holy Spirit, Peter's miraculous rescue, friendship formation, human sexuality, sanctity of life, alcohol, drugs and substance abuse and social media.

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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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A Friend at Midnight

Strand 3.0 The Life of Jesus Christ > Sub-strand 3.9 A Friend at Midnight | 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 parable of a friend at midnight; b) identify the situation in the story

KEY INQUIRY QUESTION(S)

- What does the parable teach about prayer?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Values**	Developed through the activities in this lesson.

LEARNING RESOURCES

A simple summary or chart of Luke 11:5-8

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

persistence | prayer | parable | request

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 urgently needed to ask a neighbour for help very late at night, how persistent would you need to be to actually get an answer?" 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 Luke 11:5-8. 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: "Why did the neighbour eventually help?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

A Friend at Midnight (Luke 11:5-8)

In this parable, a man's friend arrives unexpectedly late at night, and he has no food to offer him. He goes to a neighbour's house at midnight to ask for bread. The neighbour is initially reluctant, since it is so late and his household is already settled for the night, but because the man keeps asking persistently, the neighbour eventually gets up and gives him what he needs.

This is a summary of the parable'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	Why did the man need to ask his neighbour for bread?	**An unexpected friend had arrived late at night, and he had no food to offer**
2	What time did this happen?	**Midnight**
3	How did the neighbour initially respond?	**He was reluctant, since it was so late and his household was already settled**
4	Why did the neighbour eventually help?	**Because the man kept asking persistently**

WATCH OUT FOR

This pack summarises the parable'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 parable of a friend at midnight confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can narrate the parable of a friend at midnight accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly narrate the parable of a friend at midnight, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet narrate the parable of a friend at midnight 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 late-night situation and the neighbour's reluctance.
Learners ready for more	Why do you think the man kept asking, even though his neighbour was reluctant at first? (Answer: Any reasonable, thoughtful idea about genuine need and determination)
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 "a Friend at Midnight" 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 persistence in prayer

Strand 3.0 The Life of Jesus Christ > Sub-strand 3.9 A Friend at Midnight | 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 on persistence in prayer; b) explain why persistence matters

KEY INQUIRY QUESTION(S)

- What does the parable teach about prayer?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Values**	Developed through the activities in this lesson.

LEARNING RESOURCES

A simple summary or chart of Luke 11:5-8

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

persistence | prayer | parable | request

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	5	Greet the class and ask: "What do you think this parable is really trying to teach about how we should approach prayer?" 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 Luke 11:5-8. 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: "Is prayer meant to be like nagging a reluctant neighbour?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Persistence in prayer

This parable is understood to teach that persistent, genuine prayer matters, and that believers are encouraged to keep asking, seeking, and praying, trusting that God hears, even when an answer does not come immediately. This does not mean prayer is like nagging a reluctant neighbour - it is a teaching about genuine, sincere persistence in bringing real needs to God.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What does this parable teach about approaching prayer?	**Persistent, genuine prayer matters**
2	What are believers encouraged to do, according to this teaching?	**Keep asking, seeking, and praying, trusting that God hears**
3	Does an answer to prayer always come immediately, according to this teaching?	**Not necessarily, but persistence still matters**
4	Is prayer meant to be like nagging a reluctant neighbour?	**No, it is about genuine, sincere persistence in bringing real needs to God**

WATCH OUT FOR

Clarify that God is not being compared to the reluctant neighbour in a negative sense - the parable uses contrast to encourage confident, persistent prayer.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
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Approaches expectations (AE)	Can partly outline lessons on persistence in prayer, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet outline lessons on persistence in prayer without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Discuss the idea of not giving up on something genuinely important, using an age-appropriate, relatable example.
Learners ready for more	Why might persistence in prayer be encouraging, rather than discouraging, even when an answer takes time? (Answer: Any thoughtful, respectful reflection on genuine hope and trust)
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 persistence in prayer" 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.