

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 1 RELIGIOUS EDUCATION  
ACTIVITIES

TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at [cbcedukenya.com](http://cbcedukenya.com) — KES 300

|                |        |
|----------------|--------|
| TEACHER'S NAME | _____  |
| SCHOOL         | _____  |
| GRADE          | 1      |
| TERM           | Term 2 |
| YEAR           | 2026   |

REFERENCE MATERIALS

1. Religious Education Activities Grade 1 Curriculum Design (KICD)
2. Approved Religious Education Grade 1 Learner's Book (CRE / IRE / HRE per school)
3. Approved Teacher's Guide for the school's denomination
4. MTP Religious Education Activities Grade 1

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Aligned with KICD Curriculum Designs · Editable Word Document

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## SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 1 RELIGIOUS EDUCATION ACTIVITIES.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **SACRED TEXTS** | Sub-Strand: **Listening to Stories**

|  |   |
|--|---|
| <b>SCHOOL</b>                                    | _____   |
| <b>LEARNING AREA</b>                             | Religious Education Activities  |
| <b>GRADE</b>                                     | 1   |
| <b>TERM</b>                                      | 2   |
| <b>WEEK / LESSON</b>                             | Week 1   Lesson 1   |
| <b>STRAND</b>                                    | SACRED TEXTS  |
| <b>SUB-STRAND</b>                                | Listening to Stories  |
| <b>SPECIFIC LEARNING OUTCOMES</b>                | By the end of the lesson, the learner should be able to: a) Listen to a sacred story b) Recall main events c) Develop reverence |
| <b>KEY INQUIRY QUESTION(S)</b>                   | What stories does our faith tell?   |
| <b>CORE COMPETENCY</b>                           | Communication and Collaboration; Self-Efficacy; Critical Thinking   |
| <b>VALUES</b>                                    | Respect, Patience, Cooperation  |
| <b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b> | Life Skills; Citizenship; Communication   |
| <b>LEARNING RESOURCES</b>                        | Sacred text, picture cards  |

#### ORGANISATION OF LEARNING

|                     |  |
|---------------------|--|
| <b>INTRODUCTION</b> | (5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Listening to Stories by writing the key inquiry question on the board: "What stories does our faith tell?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to listen to a sacred story. Display the resources for the lesson (Sacred text, picture cards) so learners know what to expect. |
| <b>STEP 1</b>       | (7 min) Whole-class minds-on activity. Listen to teacher. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Listen to a sacred story". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.  |
| <b>STEP 2</b>       | (8 min) Direct teach with a worked example. Pair retell. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What stories does our faith tell?" and answer it now using the example you just completed.  |

|                                 |  |
|---------------------------------|--|
|                                 | Connect explicitly to the SLO: "Recall main events". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.   |
| <b>STEP 3</b>                   | (8 min) Guided practice in pairs or small groups. Draw scene. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task. |
| <b>STEP 4</b>                   | (7 min) Independent application and formative assessment. apply Listening to Stories independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Develop reverence".   |
| <b>CONCLUSION</b>               | (5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Listening to Stories? (2) How would you answer "What stories does our faith tell?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.                                      |
| <b>EXTENDED ACTIVITIES</b>      | Set a short, concrete task for home: ask learners to find one example of Listening to Stories in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.  |
| <b>REFLECTION ON THE LESSON</b> | _____  |

## LESSON PLAN — WEEK 1, LESSON 2

Strand: SACRED TEXTS | Sub-Strand: Listening to Stories

|  |  |
|--|--|
| <b>SCHOOL</b>                                    | _____  |
| <b>LEARNING AREA</b>                             | Religious Education Activities   |
| <b>GRADE</b>                                     | 1  |
| <b>TERM</b>                                      | 2  |
| <b>WEEK / LESSON</b>                             | Week 1   Lesson 2  |
| <b>STRAND</b>                                    | SACRED TEXTS   |
| <b>SUB-STRAND</b>                                | Listening to Stories   |
| <b>SPECIFIC LEARNING OUTCOMES</b>                | By the end of the lesson, the learner should be able to: a) Identify characters b) Describe their actions c) Build empathy |
| <b>KEY INQUIRY QUESTION(S)</b>                   | Who is in the story?   |
| <b>CORE COMPETENCY</b>                           | Communication and Collaboration; Self-Efficacy; Critical Thinking  |
| <b>VALUES</b>                                    | Respect, Patience, Cooperation   |
| <b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b> | Life Skills; Citizenship; Communication  |
| <b>LEARNING RESOURCES</b>                        | Storybook, art materials   |

### ORGANISATION OF LEARNING

|                     |   |
|---------------------|---|
| <b>INTRODUCTION</b> | (5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Listening to Stories by writing the key inquiry question on the board: "Who is in the story?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to identify characters. Display the resources for the lesson (Storybook, art materials) so learners know what to expect.            |
| <b>STEP 1</b>       | (7 min) Whole-class minds-on activity. Discuss characters. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Identify characters". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.   |
| <b>STEP 2</b>       | (8 min) Direct teach with a worked example. Act out. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "Who is in the story?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Describe their actions". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback. |
| <b>STEP 3</b>       | (8 min) Guided practice in pairs or small groups. Draw favourite. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing).  |

|                                 |  |
|---------------------------------|--|
|                                 | Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.  |
| <b>STEP 4</b>                   | (7 min) Independent application and formative assessment. apply Listening to Stories independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build empathy". |
| <b>CONCLUSION</b>               | (5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Listening to Stories? (2) How would you answer "Who is in the story?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.   |
| <b>EXTENDED ACTIVITIES</b>      | Set a short, concrete task for home: ask learners to find one example of Listening to Stories in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.  |
| <b>REFLECTION ON THE LESSON</b> | _____  |

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

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## SECTION B: SCHEME OF WORK — GRADE 1 RELIGIOUS EDUCATION ACTIVITIES TERM 2

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Year: 2026

| WK | LSN | STRAND       | SUB-STRAND           | SPECIFIC LEARNING OUTCOMES  | KEY INQUIRY QUESTION(S)           | LEARNING EXPERIENCES                          | LEARNING RESOURCES         | ASSESSMENT METHODS |
|----|-----|--------------|----------------------|---|-----------------------------------|---|----------------------------|--------------------|
| 1  | 1   | Sacred Texts | Listening to Stories | a) Listen to a sacred story<br>b) Recall main events<br>c) Develop reverence          | What stories does our faith tell? | Listen to teacher; pair retell; draw scene    | Sacred text, picture cards | Oral, observation  |
| 1  | 2   | Sacred Texts | Listening to Stories | a) Identify characters<br>b) Describe their actions<br>c) Build empathy               | Who is in the story?              | Discuss characters; act out; draw favourite   | Storybook, art materials   | Oral, peer         |
| 1  | 3   | Sacred Texts | Listening to Stories | a) Identify lesson<br>b) Connect to own life<br>c) Build values                       | What does the story teach us?     | Discuss lesson; share examples; create poster | Storybook, art             | Oral, peer         |
| 2  | 1   | Prayer       | Why We Pray          | a) State why we pray<br>b) Identify times to pray<br>c) Build prayer awareness        | Why do we pray?                   | Discuss; pair share; class chart              | Picture cards, chart       | Oral, peer         |
| 2  | 2   | Prayer       | How We Pray          | a) Demonstrate proper posture<br>b) State a simple prayer<br>c) Build prayer practice | How do we pray properly?          | Demonstrate; pair practise; class prayer      | Picture cards              | Observation, peer  |
| 2  | 3   | Prayer       | Prayer for Family    | a) Pray for family members<br>b) Show love through prayer<br>c) Build empathy         | Who can we pray for?              | List family; pair pray; class share           | Picture cards              | Observation, peer  |
| 3  | 1   | Values       | Honesty              | a) State what honesty is<br>b) Identify honest behaviour<br>c) Build values           | What does it mean to be honest?   | Discuss; pair role play; class chart          | Picture cards, chart       | Oral, peer         |
| 3  | 2   | Values       | Honesty              | a) Practise telling truth<br>b) Identify lies<br>c) Build truthfulness                | Why should we tell the truth?     | Stories of honesty; pair role play; share     | Storybook, picture cards   | Role play, peer    |
| 3  | 3   | Values       | Honesty              | a) Apply honesty at home<br>b) Apply at school<br>c) Build daily habit                | How can I be honest every day?    | Class pledge; sign chart; pair share          | Chart, pens                | Oral, peer         |
| 4  | 1   | Values       | Love                 | a) State what love means<br>b) Identify acts of love<br>c) Build empathy              | How do we show love?              | Discuss; share examples; class chart of acts  | Picture cards, chart       | Oral, peer         |
| 4  | 2   | Values       | Love                 | a) Show love at home<br>b) Care for siblings<br>c) Build family love                  | How do we show love at home?      | List actions; pair share; commit              | Picture cards              | Oral, peer         |
| 4  | 3   | Values       | Love                 | a) Show love at school<br>b) Help classmates<br>c) Build community love               | How do we show love at school?    | List actions; pair role play; share           | Picture cards              | Role play, peer    |
| 5  | 1   | Values       | Kindness             | a) State what kindness is<br>b) Identify kind acts<br>c) Build kindness               | What does it mean to be kind?     | Discuss; pair share; class chart              | Picture cards, chart       | Oral, peer         |

|    |   |              |                               |  |                                      |   |                          |                   |
|----|---|--------------|-------------------------------|--|--------------------------------------|---|--------------------------|-------------------|
| 5  | 2 | Values       | Kindness                      | a) Practise kind acts daily<br>b) Help those in need c) Build habit          | How can I be kind today?             | List acts; pair share; commit                   | Chart, pens              | Oral, peer        |
| 5  | 3 | Values       | Kindness                      | a) Identify need for kindness in community b) Help others c) Build community | Who in our community needs kindness? | Discuss; pair plan; class commit                | Picture cards            | Oral, peer        |
| 6  | 1 | Values       | Respect                       | a) Respect elders b) Use polite language c) Build respect                    | How do we show respect to elders?    | Discuss; pair role play; class chart            | Picture cards, chart     | Role play, peer   |
| 6  | 2 | Values       | Respect                       | a) Respect teachers b) Listen attentively c) Build school respect            | How do we respect our teachers?      | Discuss; pair share; commit                     | Picture cards            | Oral, peer        |
| 6  | 3 | Values       | Respect                       | a) Respect peers b) Avoid bullying c) Build inclusive community              | How do we treat each other?          | Discuss; pair role play; class pledge           | Picture cards, chart     | Role play, peer   |
| 7  | 1 | Worship      | Going to Church/Mosque/Temple | a) Identify place of worship b) State why we go c) Build practice            | Why do we go to a place of worship?  | Discuss; share experience; pair speak           | Pictures, learner book   | Oral, peer        |
| 7  | 2 | Worship      | Behaviour at Worship          | a) Behave reverently b) Listen and pray c) Build worship habit               | How do we behave at worship?         | Discuss; mime quiet behaviour; pair share       | Picture cards            | Oral, observation |
| 7  | 3 | Worship      | Songs of Worship              | a) Learn a worship song b) Sing with reverence c) Build joy                  | What songs do we sing?               | Learn song; sing together; share favourite      | Audio, lyrics            | Performance, peer |
| 8  | 1 | Sacred Texts | Memory Verses                 | a) Memorise short verse b) Recite clearly c) Build memorisation              | What verse can we remember?          | Read verse; recite together; pair drill         | Verse card, learner book | Oral, peer        |
| 8  | 2 | Sacred Texts | Memory Verses                 | a) Recite verse with feeling b) Apply to life c) Build understanding         | What does the verse mean?            | Discuss meaning; pair share; commit             | Verse card               | Oral, peer        |
| 8  | 3 | Sacred Texts | Memory Verses                 | a) Use verse in prayer b) Share with family c) Build daily practice          | How can we use the verse?            | Pray with verse; pair share; commit             | Verse card               | Observation, peer |
| 9  | 1 | Values       | Gratitude                     | a) State what gratitude is b) Thank God daily c) Build thankfulness          | What are we thankful for?            | List things; pair share; class prayer           | Picture cards            | Oral, peer        |
| 9  | 2 | Values       | Gratitude                     | a) Thank parents and teachers b) Use polite words c) Build social habit      | How do we thank others?              | Pair role play; class share; commit             | Picture cards            | Role play, peer   |
| 9  | 3 | Values       | Forgiveness                   | a) State what forgiveness is b) Forgive small wrongs c) Build healing        | Why do we forgive?                   | Discuss; pair role play; class share            | Picture cards            | Role play, peer   |
| 10 | 1 | Values       | Sharing                       | a) State why we share b) Share with friends c) Build generosity              | Why do we share?                     | Discuss; share something; pair share experience | Picture cards, items     | Observation, peer |

|    |   |              |                     |   |  |                                      |                      |                          |
|----|---|--------------|---------------------|---|--|--------------------------------------|----------------------|--------------------------|
| 10 | 2 | Values       | Helping Others      | a) Help those in need b) Identify ways to help c) Build empathy       | How can we help others?                            | List ways; pair plan; commit         | Chart, pens          | Oral, peer               |
| 10 | 3 | Values       | Caring for Creation | a) Care for plants and animals b) Protect nature c) Build stewardship | How do we care for what God/Allah/the Divine made? | Discuss; pair plan; class chart      | Picture cards, chart | Oral, peer               |
| 11 | 1 | Sacred Texts | Stories of Faith    | a) Listen to story of faith b) Identify lesson c) Apply               | What faith story do we hear?                       | Listen; discuss; pair share          | Storybook            | Oral, peer               |
| 11 | 2 | Worship      | Praying Together    | a) Pray with class b) Show reverence c) Build community prayer        | How do we pray as a class?                         | Pair pray; class prayer; reflect     | Picture cards        | Observation, peer        |
| 11 | 3 | Values       | Living Our Faith    | a) State commitments b) Apply at home c) Build daily faith            | How do I live my faith?                            | List commitments; pair share; commit | Chart, pens          | Oral, peer               |
| 12 | 1 | All Strands  | Term 2 Revision     | a) Recap stories, prayers, values b) Show progress c) Build readiness | What did we learn?                                 | Pair quiz; class share; reflect      | All Term 2 materials | Oral, peer               |
| 12 | 2 | All Strands  | Term 2 Revision     | a) Apply learning b) Share testimony c) Build faith expression        | How am I living my faith?                          | Share; pair speak; class commit      | Picture cards        | Oral, peer               |
| 12 | 3 | All Strands  | Term 2 Assessment   | a) Demonstrate skills b) Reflect c) Build readiness                   | Am I ready?  | End-of-term assessment; reflection   | Assessment paper     | Written, self-assessment |

