

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 2 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 — KES 300

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

REFERENCE MATERIALS

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

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Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

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 2 RELIGIOUS EDUCATION ACTIVITIES.

LESSON PLAN — WEEK 1, LESSON 1

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

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

ORGANISATION OF LEARNING

INTRODUCTION	(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.
STEP 1	(7 min) Whole-class minds-on activity. Listen. 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.
STEP 2	(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 events". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(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.
STEP 4	(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".
CONCLUSION	(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.
EXTENDED ACTIVITIES	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.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

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

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

ORGANISATION OF LEARNING

INTRODUCTION	(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.
STEP 1	(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.
STEP 2	(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 actions". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(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.
STEP 4	(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".
CONCLUSION	(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.
EXTENDED ACTIVITIES	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.
REFLECTION ON THE LESSON	_____

— 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 2 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 b) Recall events c) Develop reverence	What stories does our faith tell?	Listen; pair retell; draw scene	Sacred text, picture cards	Oral, observation
1	2	Sacred Texts	Listening to Stories	a) Identify characters b) Describe actions 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 b) Connect to own life c) Build values	What does the story teach?	Discuss; share examples; create poster	Storybook, art	Oral, peer
2	1	Prayer	Why We Pray	a) State why we pray b) Identify times 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 posture b) State a simple prayer c) Build prayer practice	How do we pray properly?	Demonstrate; pair practise; class prayer	Picture cards	Observation, peer
2	3	Prayer	Prayer for Others	a) Pray for family b) Pray for friends 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 b) Identify honest behaviour c) Build values	What does it mean to be honest?	Discuss; pair role play; chart	Picture cards, chart	Oral, peer
3	2	Values	Honesty	a) Practise telling truth b) Identify lies c) Build truthfulness	Why tell the truth?	Stories; pair role play; share	Storybook, picture cards	Role play, peer
3	3	Values	Honesty	a) Apply honesty at home b) Apply at school c) Build daily habit	How can I be honest daily?	Class pledge; sign chart; pair share	Chart, pens	Oral, peer
4	1	Values	Love	a) State what love means b) Identify acts c) Build empathy	How do we show love?	Discuss; share examples; class chart	Picture cards, chart	Oral, peer
4	2	Values	Love	a) Show love at home b) Care for siblings 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 b) Help classmates c) Build community love	How do we show love at school?	List; pair role play; share	Picture cards	Role play, peer
5	1	Values	Kindness	a) State what kindness is b) Identify kind acts 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 kindness daily b) Help those in need c)	How can I be kind today?	List acts; pair share; commit	Chart, pens	Oral, peer

				Build habit				
5	3	Values	Kindness	a) Identify need in community b) Help others c) Build community	Who 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; 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 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	Place of Worship	a) Identify place b) State why we go c) Build practice	Why do we go to a place of worship?	Discuss; share experience; pair speak	Pictures	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; pair share	Picture cards	Oral, observation
7	3	Worship	Songs of Worship	a) Learn worship song b) Sing reverently c) Build joy	What songs do we sing?	Learn song; sing together; share	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; recite together; pair drill	Verse card	Oral, peer
8	2	Sacred Texts	Memory Verses	a) Recite 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; pair share; commit	Verse card	Observation, peer
9	1	Values	Gratitude	a) State what gratitude is b) Thank 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	Observation, peer
10	2	Values	Helping Others	a) Help those in need b) Identify ways c) Build empathy	How can we help?	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 creation?	Discuss; pair plan; class chart	Picture cards, chart	Oral, peer
11	1	Sacred Texts	Stories of Faith	a) Listen to faith story 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	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?	Assessment; reflection	Assessment paper	Written, self-assessment

