

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 8 RELIGIOUS EDUCATION
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 35 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	8
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Religious Education Grade 8 Curriculum Design (KICD)
2. Approved RE Grade 8 Learner's Book (CRE/IRE/HRE)
3. Approved Teacher's Guide
4. MTP RE Grade 8

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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 8 RELIGIOUS EDUCATION.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **SACRED TEXTS** | Sub-Strand: **Themes in Sacred Stories**

SCHOOL	_____
LEARNING AREA	Religious Education
GRADE	8
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	SACRED TEXTS
SUB-STRAND	Themes in Sacred Stories
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify themes b) Apply c) Build values
KEY INQUIRY QUESTION(S)	What does story teach?
CORE COMPETENCY	Citizenship; Self-Efficacy; Communication
VALUES	Faith, Reverence, Compassion
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education; Religious Education
LEARNING RESOURCES	Sacred text

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 Themes in Sacred Stories by writing the key inquiry question on the board: "What does story teach?". 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 themes. Display the resources for the lesson (Sacred text) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Read. 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 themes". 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. Discuss. 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 does story teach?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Apply". 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. practise Themes in Sacred Stories together in pairs. 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 Themes in Sacred 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 values".
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 Themes in Sacred Stories? (2) How would you answer "What does story teach?" 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 Themes in Sacred 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: Lessons for Today

SCHOOL	_____
LEARNING AREA	Religious Education
GRADE	8
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	SACRED TEXTS
SUB-STRAND	Lessons for Today
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Apply story b) Build life c) Apply
KEY INQUIRY QUESTION(S)	How live this teaching?
CORE COMPETENCY	Citizenship; Self-Efficacy; Communication
VALUES	Faith, Reverence, Compassion
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education; Religious Education
LEARNING RESOURCES	Stories

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 Lessons for Today by writing the key inquiry question on the board: "How live this teaching?". 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 apply story. Display the resources for the lesson (Stories) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Discuss. 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: "Apply 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 share. 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 "How live this teaching?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Build life". 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. practise Lessons for Today together in pairs. 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 Lessons for Today 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: "Apply".
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 Lessons for Today? (2) How would you answer "How live this teaching?" 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 Lessons for Today 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 35 fully-detailed lesson plans. The complete pack covers every week of Term 2 (35 lessons) plus the full Scheme of Work.

Buy the full pack — only KES 300

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SECTION B: SCHEME OF WORK — GRADE 8 RELIGIOUS EDUCATION 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	Themes in Sacred Stories	a) Identify themes b) Apply c) Build values	What does story teach?	Read; discuss	Sacred text	Oral, peer
1	2	Sacred Texts	Lessons for Today	a) Apply story b) Build life c) Apply	How live this teaching?	Discuss; pair share	Stories	Oral, peer
1	3	Sacred Texts	Reading Skills	a) Read with understanding b) Discuss c) Build practice	How read sacred text?	Read; discuss	Sacred text	Oral, peer
2	1	Prayer	Personal Prayer	a) Develop habit b) Forms c) Build practice	How pray daily?	Pair plan	Notebooks	Oral, peer
2	2	Prayer	Community Prayer	a) State value b) Participate c) Apply	Why pray together?	Discuss	Pictures	Oral, peer
2	3	Prayer	Prayer for Society	a) Identify needs b) Pray c) Apply	How pray for community?	Class prayer	Pictures	Oral, peer
3	1	Values	Justice	a) Define b) Apply c) Build values	What is justice?	Discuss; case study	Stories	Oral, peer
3	2	Values	Mercy	a) Define b) Show c) Build empathy	What is mercy?	Stories; pair share	Stories	Oral, peer
3	3	Values	Service	a) Define b) Plan act c) Apply	How serve?	Plan service	Notebooks	Oral, peer
4	1	Values	Generosity	a) Define b) Apply c) Build sharing	How give?	Discuss; pair plan	Stories	Oral, peer
4	2	Values	Humility	a) Define b) Apply c) Build character	What is humility?	Discuss; stories	Stories	Oral, peer
4	3	Values	Peace	a) Define b) Build c) Apply	How build peace?	Role play	Stories	Role play, peer
5	1	Faith and Action	Living Faith	a) State link b) Apply c) Build values	How does faith show?	Discuss; pair share	Stories	Oral, peer
5	2	Faith and Action	Helping Others	a) Plan service b) Apply c) Build empathy	How help?	Plan; commit	Notebooks	Oral, peer
5	3	Faith and Action	Witness	a) Live example b) Inspire c) Build courage	How be example?	Discuss; pair share	Stories	Oral, peer
6	1	Worship	Forms of Worship	a) Identify b) Compare c) Build appreciation	What forms exist?	Discuss; visit	Pictures	Oral, peer
6	2	Worship	Sacred Music	a) Learn b) Sing c) Build joy	What songs?	Sing; learn	Audio	Performance, peer
6	3	Worship	Reverence	a) State b) Practise c)	How show	Discuss	Pictures	Oral, peer

				Build habit	reverence?			
7	1	Christian Ethics	Honesty in Public Life	a) State teaching b) Identify corruption c) Apply	Why corruption hurts?	Discuss; case study	Articles	Oral, peer
7	2	Christian Ethics	Sexual Purity	a) State teaching b) Apply c) Build values	Why teach purity?	Resource person	Resource person	Oral, peer
7	3	Christian Ethics	Drug-Free Living	a) State teaching b) Resist c) Build resolve	How avoid drugs?	Discuss; pledge	Charts	Oral, peer
8	1	Social Issues	Poverty	a) State concern b) Plan service c) Apply	How help poor?	Plan; commit	Charts	Oral, peer
8	2	Social Issues	Inequality	a) Identify b) Build justice c) Apply	How combat?	Discuss; pair share	Articles	Oral, peer
8	3	Social Issues	Family Breakdown	a) Identify causes b) Build family c) Apply	How strengthen family?	Discuss	Articles	Oral, peer
9	1	Family Life	Marriage	a) State teaching b) Apply c) Build values	What is marriage?	Discuss; pair share	Articles	Oral, peer
9	2	Family Life	Parenting	a) State responsibilities b) Apply c) Build awareness	How parents lead?	Discuss	Articles	Oral, peer
9	3	Family Life	Family Values	a) Identify b) Apply c) Build love	What values?	Discuss; share	Stories	Oral, peer
10	1	Work and Vocation	Calling	a) Reflect b) Identify gifts c) Build self-awareness	What calls me?	Reflect; share	Notebooks	Oral, peer
10	2	Work and Vocation	Service Through Work	a) State teaching b) Apply c) Build values	How work serves?	Discuss	Stories	Oral, peer
10	3	Work and Vocation	Excellence	a) State teaching b) Apply c) Build character	How excel?	Discuss	Scripture	Oral, peer
11	1	Stewardship	Creation	a) State teaching b) Apply c) Build values	How care for earth?	Discuss; pair plan	Pictures	Oral, peer
11	2	Stewardship	Resources	a) Use wisely b) Avoid waste c) Apply	How not waste?	Discuss; pair commit	Charts	Oral, peer
11	3	Stewardship	Money	a) State teaching b) Apply c) Build values	How handle money?	Discuss	Stories	Oral, peer
12	1	All Strands	Term 2 Revision	a) Recap b) Show progress c) Build readiness	What learn?	Pair quiz	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply b) Share testimony c) Build expression	How am I living?	Share	Pictures	Oral, peer
12	3	All Strands	Term 2 Assessment	a) Demonstrate b) Reflect c) Build readiness	Am I ready?	Assessment	Assessment paper	Written, self-assessment

