



South Sudan

Secondary CRE

Teacher's Guide

2

Secondary CRE has been written and developed by Ministry of General Education and Instruction, Government of South Sudan in conjunction with Subjects experts. This course book provides a fun and practical approach to the subject of Christian Religious Education, and at the same time imparting life long skills to the students.

The book comprehensively covers the Secondary 2 syllabus as developed by Ministry of **General Education and Instruction**.

Each year comprises of a Student's Book and Teacher's Guide

The Teacher's Guides provide:

- Full coverage of the national syllabus.
- A strong grounding in the basics of Christian Religious Education.
- Clear presentation and explanation of learning points.
- A wide variety of practice exercises, often showing how Christian Religious Education can be applied to real-life situations.
- It provides opportunities for collaboration through group work activities.
- Stimulating illustrations.



All the courses in this secondary series were developed by the Ministry of General Education and Instruction, Republic of South Sudan. The books have been designed to meet the secondary school syllabus, and at the same time equipping the students with skills to fit in the modern day global society.



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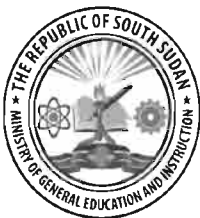
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CRE

Teacher's Guide 2

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FOREWORD

I am delighted to present to you this Teacher's Guide, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This Teacher's Guide shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum, school textbooks and Teachers' Guides for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum, the new textbooks and Teachers' Guides. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my role as the Undersecretary, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

INTRODUCTION

The vision of education curriculum is to enable every citizen to become an engaged, empowered and ethical citizen. This will be achieved by providing every South Sudanese learner with the right standards in the skills and knowledge that they deserve, and which they need in order to thrive in life. This shall be accomplished through the provision of excellent teaching, school environments, resources and a sustainable visionary curriculum that provides every learner with high quality learning.

In order to do this, teachers must engage the learners in exciting activities that allow them to use and progressively demonstrate the competencies.

This Teacher's Guide places the learner at the centre of learning. It provides pathways for identifying and nurturing the talents and interests of learners early enough to prepare them for the world of work, career progression and sustainability.

Based on a competency based curriculum; the guide, as well as the learners' book provide learning outcomes in knowledge and understanding, values and national cohesion and their integration into the curriculum.

The teacher should nurture the learner's potential through the learning pathways that are provided in this book. This is for the recognition of the learner's potential, gifts and talents.

The Book Structure

This Teacher's Guide is organised into two main sections. Part 1 is the general introduction section detailing pedagogical issues. Part 2 highlights the units just as outlined in the learner's book. It gives in details the expected learning outcomes, interesting teaching and learning activities, informative notes to teachers.

ORGANISATION OF THE TEACHER'S GUIDE

This TG is organised into:

1. Unit
2. Specific learning outcomes
3. Key inquiry questions
4. Core competencies to be developed
5. Links to other subjects
6. Learning activities

1. **Units**

These are a wide range of topics or situations. In essence they are familiar with the learners' experiences and the activities they do on a daily basis. These are accompanied by pictures that will motivate the learners.

2. **Sub-units**

These represent the skills; values and attitudes. It is through the skills that learners apply their learning and engage in higher order thinking. The teachers' guide ensures that they are functional. The learners should experience the interdependence of the skills across the book and find relevance of what they learn in their day to day contexts.

3. **Learning Outcomes**

By the end of the course the learner should be able to:

- Acquire knowledge and demonstrate understanding of what they learn.
- Demonstrate skills acquired through reading, discussions and comparisons.
- Demonstrate attitudes and values in order to appreciate and respect for other religious beliefs.

4. **Key inquiry questions**

The question statement is a comprehensive learning statement presented as a starting point. It is a question that is meant to make the learners want to find out the solutions in the course of the lesson.

5. **Core Competences to be developed**

A competency based approach enables meaningful connections within and between subject areas. The seven core competencies to be achieved by every learner are:

- Communication and collaboration.
- Co-operation
- Critical thinking and problem solving.

6. **Links to other subjects**

It is important for learners to gain an understanding of the interconnections between different subjects so that learning in each subject is reinforced across the curriculum. This platform does exactly that. It prepares the teacher to pass this information to the learners so that they are aware!

- 7. Learning activities** – Learning activities are expected to engage learners in an interactive learning process as much as possible (learner-centred and participatory approach). They outline guidelines on how to facilitate the learner's activities in a way that promotes the development of core competences, values, skills and attitudes. It also provides a way that the teacher can cater for the different special education needs with a consideration to the nature and requirements of the lesson. This section contains suggestions of remedial activities for slow learners too. The teacher is also guided on how to instruct with approach to PCIs.

Suggestions on when to arrange the learners in groups have been made in this teacher's guide. It is encouraged to group the learners during all lessons. This is because it allows all learners to participate and develop their communication skills.

However bear in mind the special educational needs, gender balance, and the ability of the members. Ensure minimum movement when grouping the learners and encourage them to speak quietly so that they are able to listen to one another.

The Teaching Process

At every grade structured in units, they are further broken down into lessons.

- A lesson is aligned with the number of activities.

Each lesson has learning outcomes whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.

- Some learning outcomes focus on knowledge and understanding. These are associated with Lower Order Thinking Skills or LOTS.
- Other learning outcomes focus on acquisition of skills, attitudes and values. They are associated with Higher Order Thinking Skills or HOTS. These learning objectives are actually considered to be the ones targeted by the new curriculum. For example;

There are learning activities that are expected to engage learners in an interactive learning process as much as possible (learner-centered and participatory approach).

This section also contains suggestions of remedial activities for slow learners. There are suggestions of activities and written exercises for fast learners, too. In this digital era there are activities where computer devices are necessary.

Each lesson has Links to other subjects, its Assessment Criteria and the Materials (or Resources) that are expected to be used in the teaching and learning process.

Activities for Oral lessons

• Conversations, dialogue and discussions
• Responding to simple instructions,

- Drama and role play
- Songs
- Story-telling

Teaching Methods in CRE

It is important to discuss some of the methods commonly used during instruction of the CRE language. These are:

- (i) Demonstration
- (ii) Questioning technique
- (iii) Role play
- (iv) Individual work
- (v) Discussion
- (vi) Discovery

These methods have their own merits when used at the right moment and for the appropriate audience. An attempt has been made to spell out how and when to make use of some of the methods outlined in the teaching of CRE.

(i) Demonstration

When the pupils are expected to use teaching aids, make models or draw pictures, it is necessary for the teacher to demonstrate first what he or she expects of them. When the teacher is demonstrating, say for example how a game is done, he or she is to ensure that all the pupils can see what he or she is doing.

It may be necessary to call the pupils around the demonstration table for all to see. During demonstration, he or she could ask some pupils to help in handling

and setting up the teaching aids. The teacher should then outline the procedure he or she expects the pupils to follow as they carry out their projects either individually or in groups.

(ii) Questioning technique

This is one of the most important methods of teaching and finds its application in nearly all subjects in a school. Good mode of questioning will fulfill several important aspects of a lesson:

- Increases pupil's participation.
- Reduces teacher talk considerably.
- Creates enthusiasm and motivation in the learners.
- Encourages creative thinking.
- Develops skills in organisation of ideas.
- Keeps the class active and lively.
- Promotes interaction between the teacher and his or her learners, among the pupils and with teaching aids.

When a teacher asks a question to one of his or her learner and the learner gives a wrong answer, the teacher should not say 'no' or rebuke the pupil. This withdraws the learner from further learning and concentration, because his or her answer was honest based on what he or she thought was right. Instead, the teacher should follow the learner's answer to detect any reason that led to his or her wrong answer. In this process the teacher will discover where the learner went wrong and help him or her.

Alternatively, the teacher's question could have been ambiguous or vague and as a result he or she will need to rephrase his or her question.

(iii) Role play

This method can be applied in teaching of speaking, listening and reading skills. The teacher can ask learners to act out a dialogue in small groups and then demonstrate before the whole class. This method enables learners to fully interact with one another and with the teacher during the lesson.

(iv) Individual work

Individual work by pupils begins when the teacher assigns a few problems to them during class work. This is the application session whereby every

individual pupil is expected to work on his or her own.

During this session, the teacher moves round the class marking pupil's work and giving individual attention to those in difficulties. Individual work is then extended to the homework assignment where the pupils will be expected to solve problems outside the classroom. Individual work encourages the pupils to go through learnt concepts alone. This reveals to the teacher how a pupil would perform after instruction. It is possible to conclude whether the lesson achieved the expected objective or whether a remedial lesson is needed.

(v) Discussion

In discussion, a teacher acts as a facilitator during pupil's interaction. He or she poses the topic for discussion and acts as a resource person. Discussion educates and trains the learners to apply knowledge, think critically, solve problems easily and obtain relevant information easily and make pertinent decisions.

An effective discussion is characterised by the following

A group atmosphere should prevail where all are actively involved.

Participation should be critical and reflective with lots of cooperation.

All in class should share in decision making and conclusions reached.

The teacher's role is that of a guide and sometimes that of a facilitator.

(vi) Discovery method

Through manipulation of teaching aids and a study of a number of patterns and relationships, learners discover concepts in CRE. Discovery can arise through organised work and discussions.

Note:-

The two most important documents in planning to teach are the schemes of work and the lesson plan.

Grouping Learners

Grouping learners for learning has increasingly become popular in recent years. In fact, the shift from knowledge-based to competence curriculum will make grouping the norm in the teaching process. Grouping learners can be informed by one or all of the following:

- (a) Similar ability grouping
- (b) Mixed ability grouping
- (c) Similar interests grouping

- (d) Needs grouping
- (e) Friendship grouping
- (f) Sex grouping

Grouping learners has several advantages such as

- (a) The individual learner's progress and needs can easily be observed.
- (b) The teacher–learner relationship is enhanced.
- (c) A teacher can easily attend to the needs and problems of a small group.
- (d) Materials that were inadequate for individual work can now easily be shared.
- (e) Learners can learn from one another.
- (f) Cooperation among learners can easily be developed.
- (g) Many learners accept correction from the teacher more readily and without feeling humiliated when they are in a small group rather than the whole class.
- (h) Learners' creativity, responsibility and leadership skills can easily be developed.
- (i) Learners can work at their own pace.

The type of “grouping” that a teacher may choose depends on:

- (a) The topic or task to be tackled.
- (b) The materials available.
- (c) Ability of learners in the class (fast, average, slow).

However, the teacher must be flexible enough to adjust or change his or her type of grouping to cope with new situations. There is no fixed number of learners that a group must have. This again will be dictated by such factors as the task to be done, the materials, characteristics of learners in your class, size and the space available. However, groups should on average have between four to seven learners.

You can also resort to pair work depending on the nature of the content being taught at the time.

There is no one method or approach to teaching that is appropriate to all lessons. A teacher should, therefore, choose wisely the method to use or a combination of methods depending on the nature of the topic or subtopic at hand.

Important Attitudes In Learning Of CRE

a) In learners

There are certain useful attitudes, which the teacher should help to develop in the learners as they learn CRE. CRE is expected to make an impact on a learner's general behaviour and approach to life.

Practical approach

To problem solving. Learners should seek answers to their questions and problems by finding out wherever possible.

- **Responsibility**

A learner should be responsible enough to affect tasks apportioned and take good care of items and objects during and after an investigation.

- **Cooperation**

Learners will often be working in groups while role-playing and need therefore to cooperate with all other members of the group.

- **Curiosity**

Learners should have a curious attitude as they observe things and events around them. This is the first step towards solving a problem.

- **Self-confidence**

Learners should have the will to attempt to solve a problem. The feeling of self-confidence can be strengthened in young learners if they experience many small successes that win approval and encouragement from the teacher. The problems which learners attempt to solve should not be so difficult that they lead to frustration.

- **Honesty**

As they make observations, record, analyse results and draw conclusions.

- **Patience**

Learners should be patient with each other as other learners may be quick to answer and others slow to understand.

b) In teachers

- Engage learners in a variety of learning activities.
- Apply appropriate teaching and assessment methods.
- Adjust instructions to the level of the learner.
- Encourage creativity and innovation.
- Make connections or relations with other subjects.
- Show a high level of knowledge of the content.

- Develop effective discipline skills to manage the classroom adequately.
- Be a good communicator.
- Be a guide and counselor.
- Have strong passion for children, teaching and learning.

Teaching Resources

These refer to things that the teacher requires during the teaching process. They include:

- The Bible
- The classroom
- Textbooks
- Wall charts. Cards, pictures and wall maps
- Classroom objects
- Models
- Resource persons
- Social facilities such as health centres, mosques, other learning institutions and community organisations.
- Enterprises such as agricultural farms, industries and others.

Conclusion

This Teacher's Book has been written to help you guide pupils to learn CRE.

- Encourage and guide the learner reading the Biblical texts.
- Go through the expected learning objectives – this should help guide the manner of teaching.
- Read through the lesson in advance to get an overview of the content to be covered.
- Form a mental picture of the learning activities and the ways in which you will
- Interact with pupils when dealing with the suggested activities.
- Collect the materials that will be needed during the lesson in advance.

Religious education S2		Unit 1: The Prophecies
Learn about		Key inquiry questions
<p>Learners should explore the concept of a Messiah. They should read the book of Isaiah and evaluate the Old Testament prophecies about the coming of the Messiah. They should establish the concept of the Messiah according to the New Testament. They should work together in groups to compare and contrast the messianic concept in the Old and New Testament. They should describe how Jesus fulfilled the Old Testament prophecies (<i>Isaiah 7:14, 61:1-2, Mt 1:18-25, Lk 22:47-71, 23:1-56, 4:18-19.</i>).</p> <p>They should discuss in groups the significance of the Prophecies for today and share their conclusions with the class.</p>		<ul style="list-style-type: none"> • What do we understand by the term Messiah? • What are the differences and similarities between the prophecies about the Messiah in the Old Testament compared with the New Testament? • How did Jesus fulfill the Old Testament prophecies? • What relevance do the prophecies have for Christian belief today?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the concept of a prophecy. • Explain the Old Testament prophecies relating to the Messiah. • Understand the concept of the Messiah in the New Testament. • Understand how Jesus fulfilled the Old Testament prophecies. 	<ul style="list-style-type: none"> • Interpret the prophecies from the Bible. (<i>Isaiah 7:14, 42: 1-4, 52:14-53, Micah 5:2-5, Jeremiah, Psalm 110: 1-2, 118:22-23, Matthew 2:2, John 6:15 and Luke 1:67-74, 2:11, 2:28-32, 9:20, 23:38.</i>) • Discuss, compare and contrast the messianic concept in the Old and New Testament. • Discuss the significance of prophecies today 	<ul style="list-style-type: none"> • Have regard for the different Old and New Testament accounts of the Prophecies about a Messiah. • Respect the Christian belief in prophets and disciples.
<p>Contribution to competences:</p> <p>Critical thinking through analysing the Old and New Testament prophecies about a Messiah.</p> <p>Communication through reading, sharing ideas, opinions in the groups.</p> <p>Co-operation through group work respecting and appreciating others ideas and views.</p>		
Links to other subjects:		

Assessment opportunities

There are three forms of assessment opportunities as indicated below.

Observation
Conversation
Product

An outline of the learning

This unit looks at the prophecy and prophecies about the Messiah. It goes on to identify the Old Testament prophecies about the coming Messiah. It also explains the concept of the Messiah in the New Testament. This unit also states the differences between the Old Testament prophecies and the Jewish expectations of the Messiah in the New Testament era. It enables the learners to state the relevance of the prophecies to Christians today.

Using the student Textbook

There are key words, activities, pictures and Bible verses and your learners may not be able to interpret all these. So it is important that you help learners to interpret key words, activities, pictures and Bible verses to learners where they do not understand. The learners should recite other verses. The different activities and works done in groups all have a different ways to approach them. If approached that way learners will be able to understand them better. It is good to have key words written on manila papers. This will make learners to get used to them and therefore understand them better.

The student competencies

This unit presents many opportunities for critical and creative thinking: interpreting pictures and giving reasons and explanations; making songs: sorting activities and role play games.

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

In their discussions and presentations in groups or as a whole class, there are many opportunities for communication. It is important in Secondary two that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences.

The subject matter will also deepen their understanding of the South Sudan culture and identity.

Cross-cutting issues

The unit contributes to Peace Education (Engaging in common activities that bring learners together as they work in groups.)

Environmental awareness; by studying the prophecy on the birth place of Jesus and how it was fulfilled in the New Testament.

- Gender balance
- Life skills: To bring up a coherent learning in linking Old Testament prophecies as fulfilled in the New Testament, the learner will develop critical and creative thinking.

Concerning the Messiah

The key learning here is that there were Old Testament prophecies about the Messiah. The learners need to understand the meaning of each prophecy and how it was fulfilled. The main activity is for learners to discuss the Old Testament prophecies about Jesus and how they were fulfilled in the New Testament.

Listen to their explanations for all the Old Testament prophecies about Jesus.

Activity 1.1

This activity aims to enable learners understand a prophet and prophecy.

Assessment opportunities

Observation:

Observe the learners as they discuss the Old Testament prophecies and how they were fulfilled.

Can learners explain how these prophecies were fulfilled?

Conversation:

Talk to the learners as you explain the meaning of different prophecies.

The prophecies include Micah 5:2-5, Jeremiah 23:5-6, Psalms 18:22-23.

Product:

Read the answers to show the fulfillments of the prophecies.

The concept of Messiah in the New Testament

Information for the teacher

The Old Testament prophecies were fulfilled in the New Testament era. Learners should be able to describe how these were fulfilled.

The learners should discuss in groups and make presentations to the class.

You can guide them in reading the Bible scriptures for each prophecy. Have they understood how each prophecy was fulfilled? Let each group make their presentations. Make sure everyone has understood.

Activity 1.2 and 1.3

These activities will enable learners study Old Testament prophecies and how they were fulfilled in the New Testament. They will link on the Jewish expectation of the Messiah.

Assessment opportunities

Observation

Observe the learners as they make their presentations in class. Have they understood how they were fulfilled in the New Testament?

Conversation

Talk to the learners how these happened as they discuss the answers.

Product

Read the answers in class.

Activity 1.4 and 1.5

These activities will enhance learning in which learners will identify and explain in the Old Testament prophecies and the New Testament expectation of the Messiah. They will then find how these prophecies were fulfilled. Moreover, learners will be expected to discuss the link of Old testament prophecies

Refer to Learner's Book pg 12-38

Religious education S2		Unit 2: The Redemption	
Learn about		Key inquiry questions	
<p>Learners should read the accounts in the Bible of the annunciation of the birth of John the Baptist, and of the Benedictus of Zechariah. They should understand the importance of the annunciation and Zechariah's Benedictus.</p> <p>Learners should discuss with the teacher the role of John the Baptist in the redemption of humankind.</p> <p>In small groups they should discuss the annunciation of the birth of Jesus, the Magnificat of Mary and the early life of Jesus. Learners should also consider the Jewish beliefs on birth, presentation of the child in the Temple and circumcision.</p> <p>They should discuss the prophecy of Simon and Prophetess Ann and investigate the gospel accounts of Jesus's birth and the visit of the shepherds.</p> <p>All the above should be explored for its relevance for Christian belief today.</p>		<ul style="list-style-type: none"> • What is the significance of John the Baptist's birth and why is it important to Christian belief today? • Why is John the Baptist significant to humankind? • How was the child Jesus born and what is its relevance for modern Christians? • Why was Mary significant? • Why is the circumcision and presentation of the child Jesus in the Temple important? 	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none"> • Explain the annunciation of John the Baptist and his role in the redemption of humankind. • Know the details of the Magnificat and its importance to Christians today. • Describe the Benedictus of Zachariah. • Describe the annunciation of the birth of Jesus, know why Jesus's birth and the visit of the shepherds is important, and understand the significant events of Jesus's early life • Know the prophecy of Simeon and Prophetess Ann. 	<ul style="list-style-type: none"> • Interpret what the Bible says about redemption • Discuss the significance of these accounts for Christian beliefs today. 	<ul style="list-style-type: none"> • Appreciate the Christian belief in the redemption of humankind by Jesus Christ. • Value the Christian belief in the role played by John the Baptist and Mary. 	
<p>Contribution to competences:</p> <p><u>Critical thinking</u> through analysing the information on the significance of the birth of John the Baptist and Jesus.</p> <p><u>Communication</u> through reading, sharing ideas, opinions in the groups discussing the relevance of John's and Jesus' birth, and the significance of Mary in Salvific history</p> <p><u>Co-operation</u> through group work respecting and appreciating others ideas and views.</p>			
Links to other subjects:			

Assessment opportunities

The three forms of assessment for three opportunities are indicated for each of the activity:

Observation
Conversation
Product

An outline of the learning

In this unit, learners should explore the redemption of the Messiah as it was foretold in the Old Testament. They should explore the annunciation of John the Baptist, how he prepared people for the coming of the Messiah and the meaning of the Benedictus. They should examine the annunciation of the birth of Jesus, his dedication and the fulfillment of the Old Testament prophecy.

Using the Student Textbook

Using learner's texts and photographs, they should describe how the prophecies were fulfilled in the New Testament. They should describe various incidences where Jesus fulfilled the prophecies.

Guide learners to work in pairs and groups. The activities are set out in the learner's books, you can provide assistance where learners face difficulties in understanding them. Use four or five pairs to form a group. Keep to the same groups throughout the unit. The pairs should share what they have learned in groups. You can select people to make presentations in class. Help the groups to work effectively by ensuring that all learners in the group have a role and participate in discussions and presentation.

There are passages to read in the student book. Ask them to read to themselves.

The student competencies

This unit presents many opportunities for critical and creative thinking: interpreting pictures and giving reasons and explanations; making songs: sorting activities and role play games.

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

In their discussions and presentations in groups or as a whole class, there are many opportunities for communication. It is important in Secondary two that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences.

The subject matter will also deepen their understanding of the South Sudan culture and identity.

Cross-cutting issues

The unit contributes to Peace Education (Engaging in common activities that bring learners together as they work in groups.)

Others include:

- Regional integration
- Life skills
- Religious tolerance
- Integration of people with special needs
- Environmental awareness
- Gender balance

Annunciation of the birth of John the Baptist

Activity 2.1

Ask learners to read **John 1:5-25** about the annunciation of the birth of John the Baptist. Guide them to discuss what angel Gabriel told Zechariah about his son John. Let them explain why Zechariah doubted angel Gabriel's message. Ask them to answer the questions in pairs and write their answers. The learners should identify the roles of John the Baptist in the annunciation of angel Gabriel in the redemption of human kind. When they are done, ask some learners to read their answers to the class.

Can they explain the significance of John the Baptist in the redemption of humankind?

Expected answers

- It fulfilled the Old Testament prophecies about John as the forerunner of the Messiah.
- It showed that God was concerned with the right relationship between Him and humankind.
- It signifies that God was about to send the Messiah who would redeem the humankind.
- It brought joy to Zechariah and Elizabeth.

Assessment opportunities

Observation:

Observe the learners as they discuss the significance of John the Baptist in the redemption of humankind.

Have they understood?

Product:

Read the answers to the class.

Annunciation of the birth of Jesus

Activity 2.2

Guide learners to read **Luke 1:26-38** about the annunciation of the birth of Jesus to Mary.

This is a practical activity that involves discussions. Help the learners discuss the good news they have ever received in their lives. Have they received any good news in their life? Let them discuss in groups the good news they have ever received. Guide them to discuss on how they reacted when they received the good news.

When they have finished, ask each group to take turns in making their presentations in class. Make sure every group have a turn. You can then go through the answers as a class. Then get some learners to suggest their own questions to the class so that everyone can understand how different people react after receiving good news.

Assessment opportunities

Observation:

Observe the learners as they discuss how they reacted when they received good news. Have they discussed how they reacted?

Conversation:

Talk to the learners while discussing how they reacted when they received good news. Explain to the learners how Mary reacted when angel Gabriel told her that she will conceive through the Holy Spirit. They should understand the message angel Gabriel brought to Mary.

The component of the Magnificat

Activity 2.3:

Guide the learners to sing the song of Mary in groups (Magnificat). They should work in groups to compose a song which is similar to this song in English or their local language. They can do this by reading **Luke 1:46-56**.

Guide the learners to understand this song of Mary. You can select some groups to make presentations to the class. The question should challenge the learners to realise the meaning of the song. This will enable them to answer the next question. The learners should state the significance of the song to Christians today. In this song, Mary praised God as the savior. God remembers the humble and exalts them. He is the mighty one who does great things. God is Holy.

Assessment opportunities

Observation:

Observe the groups as they make presentations to the class.
Make corrections where necessary as learners make their presentations.

Conversation:

Talk to the learners the meaning of the song in class as they make presentations.
Have they understood the meaning of the song?

Significance of the Benedictus

Activity 2.4:

Guide the learners to read **Luke 1:68-75**. They should discuss the meaning of the song of Zechariah.

Let them discuss in pairs the reaction of Zechariah in the song. Ask them to answer the questions in pairs and write their answers. When they have finished, you can ask some learners to read their answers to the class and other learners should be encouraged to ask questions that check understanding.

Have they understood the importance of the song to Christians today? At the end of the lesson, make sure everyone has understood.

Assessment opportunities

Observation:

Observe the pairs discussing the answers for the song. Have they understood the meaning of the song to Christians today?

Conversation:

Discuss with the learners the meaning of the song of Zechariah and find out its significance to Christians today.

Can they tell importance of the song to Christians today?

Mission of John the Baptist

Activity 2.5:

Help the learners to read **Luke 1:76-79**. This hymn explains the mission of John the Baptist. Some learners may find difficulties in understanding the hymn. Put your learners in pairs and let them discuss the mission of John on their own. Let the pairs share their findings with other members in groups before making presentations to the class. They should discuss the importance of the birth of John the Baptist to Christians today and make notes. You can select some learners to make presentations to the class and encourage questions from other members of the class. At the end of the lesson, make sure each learner has understood.

Assessment opportunities

Observation:

Observe the learners as they discuss the mission of John the Baptist and its significance to Christians today. Explain to them the mission of John the Baptist and its significance to Christians today.

Have they understood?

Product:

Read the answers to the class.

The birth of Jesus

Activity 2.6:

Ask the learners to discuss the birth of Jesus in groups and write notes. Make sure everyone participates actively in the discussion. Learners should be able to capture all the activities that took place during the birth of Jesus. They should be able to find out the lessons Christians learned from the story of the shepherds. Learners should understand that despite of their low status in the society God chose to use the shepherds in spreading the good news about the birth of Jesus. They should understand that God can use anyone in society regardless of their status.

Ask them to write lessons learned from this story and write the answers in pairs. When they have finished, you can ask some learners to read answers to the class. You can go through them as a class.

At the end of the lesson, make sure everyone has understood.

The role of Mary in God's plan for the redemption of humankind

Activity 2.7

Guide the learners to read the story of Alam and her son Bol from the learner's book. Let them discuss why they should admire the story of Alam and her son Bol. They should discuss the gifts that new born babies are given and their significance in their live. The learners should also find out the rituals Bol underwent as a young boy and make comparisons to Christian rituals.

Guide the learners to find out the roles of Alam in bringing up her son to be God fearing with good health. Let the learners write the lessons they learn from this story. Pick one group to make presentations to the class about what they have learned. Allow them to make suggestions about what they have learned from this story. You can respond to the questions as a class.

Assessment opportunities

Observation:

Observe the learners as they read the passage and discuss the reasons why they should admire this story. Have they understood the significance of this story?

Product:

Read the answers to the class.

Jesus in the temple

Activity 2.8

This sub- unit has two activities, first the learners to read **Luke2:1-20** about the boy Jesus in the temple.

The second activity is for learners to observe pictures from the learner's book and discuss what they can see. Put learners in pairs and let them read the passage. Guide them to make notes on what they have read and share their findings at group levels. Then let them observe the pictures and discuss what they think is happening from those pictures. They can then sequence the activities of the pictures they have observed by making short note. Make sure everyone participates actively in the discussion. Let the groups make their findings in class and allow them to make few suggestions about their observations.

Make a follow up to ensure everyone understands what is happening in the picture above.

Expected answers

- Parents should go to church with their children and learn the word of God.
- Christians should be concerned with the heavenly kingdom than the earthly life.
- God is the centre in the Christian life.
- Parents should take good care of their children.

Assessment opportunities

Observation:

Observe the pairs as they discuss the story of the boy Jesus in the church. Have they understood what happened while in the temple?

Conversation:

Talk to the learners while discussing the answers. Can they tell what happened during that Passover festival?

UNIT 3

THE PASSION, DEATH, RESURRECTING AND ASCENTION OF JESUS

Religious education Secondary 2		Unit 3: The Passion, Death, Resurrection and Ascension	
Learn about		Key inquiry questions	
<p>Learners should research the Passover Supper and the Institution of the Holy Eucharist, and their significance to the Apostles and to Christians today. Learners should discuss with the teacher the story of Jesus on Mount Olive.</p> <p>They should learn about Judas Iscariot's betrayal of Jesus. (<i>Luke 22:47-53</i>), and explore Jesus's prediction of Peter's denial.</p> <p>They should learn about Jesus's appearance before the Sanhedrin, Pontius Pilate and King Herod (<i>Luke 22:66-70; 23:2-7, 8-12, 13-32</i>).</p> <p>They should discuss how Jesus was crucified and died (<i>Luke 23: 33-56</i>) and the story of the Resurrection, the empty tomb; Peter at the tomb, Jesus's appearance to the apostles, the last instruction and the ascension of Jesus into heaven. They should in groups work together and consider the relevance of these accounts for Christian belief today?</p>		<ul style="list-style-type: none"> • What is the significance of the Passion, death, resurrection and ascension? • How relevant is the Institution of the Holy Eucharist to Christian belief today? • How did Jesus appear before the Sanhedrin, Pontius Pilate and King Herod? • What was the significance of the crucifixion? • Why was the resurrection of Jesus from the tomb important and why is it significant for Christian's today? 	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none"> • Describe the story of Jesus on Mount Olive and its relevance to Christians today. • Examine how Judas Iscariot betrayed Jesus and his arrest. (<i>Luke 22:47-53</i>). • State Jesus's prediction of Peter's denial and its significance for Christian belief. • Describe Jesus' appearance before the Sanhedrin, Pontius Pilate and King Herod (<i>Luke 22:66-70; 23:2-7, 8-12, 13-32</i>). • Explain the relevance of the resurrection of Jesus Christ to Christian belief? 	<ul style="list-style-type: none"> • Discuss the Passover Supper, Institution of the Holy Eucharist and their significance for the Apostles and Christian belief. • Interpret the Bible accounts of The Passion, death, resurrection and Ascension of Jesus Christ. (<i>Luke 22: 47-53, 66-70, 23: 2-7, 8-12, 13- 32</i>) and discuss the relevance of these accounts for Christian belief today. • Discuss how Jesus was crucified and died (<i>Luke 23: 33-56</i>) and the relevance of Jesus' crucifixion and death for Christian belief. 	<ul style="list-style-type: none"> • Acknowledge and value the Christian belief in the suffering of Jesus as the expected Messiah. • Appreciate the Christian belief in God as the merciful and loving father who sent his Son Jesus Christ to reconcile humankind to Himself. 	
Contribution to competences:			
<u>Critical thinking</u> through analysing the Bible accounts about The Passion, death and resurrection of Jesus Christ and its significance for Christian belief today.			
<u>Communication</u> through reading, sharing ideas, opinions in the groups and listening to others.			
<u>Cooperation</u> through group work respecting and valuing others' ideas when discussing The Passion, death and resurrection of Jesus Christ			
Links to other subjects			

Assessment opportunities

The three forms of assessment for three opportunities are indicated for each of the activity:

Observation
Conversation
Product

An outline of the learning

In this unit, the learners will learn about the story of Jesus on Mount Olives and its relevance to Christians today. They will then examine how Judas Iscariot betrayed him, state Jesus' prediction of Peter's denial and its significance for Christian belief. The unit also explores Jesus' appearance at the Sanhedrin, Pontius Pilate and Herod. The learners will finish the unit by identifying the relevance of Jesus' Christ to Christian belief.

Using the Student Textbook

The content of this unit is made up of texts and illustrations. It also has Bible quotations and activities that are very useful as far as learning is concerned. You will use all these to help the learners understand the unit and attain the expected learning outcomes.

Put the learners in their various groups and pairs necessary for handling the various activities and group work discussions.

Guide the learners to understand the significance of the passion, death, resurrection and ascension of Jesus Christ. Help them to explore the relevance of the institution of the Holy Eucharist, the crucifixion and resurrection of Jesus to Christian belief today.

The student competencies

This unit presents many opportunities for critical and creative thinking: interpreting pictures and giving reasons and explanations and sorting activities.

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

In their discussions and presentations in groups or as a whole class, there are many opportunities for communication. It is important in Secondary two that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences.

The subject matter will also enhance their understanding of the South Sudanese culture and identity.

Cross-Cutting issues

The unit contributes to Peace Education (Engaging in common activities that bring learners together as they work in groups.)

Others include:

- Life skills
- Religious tolerance
- Integration of people with special needs
- Environmental awareness
- Good citizenship
- Regional integration

The Last Supper

Activity 3.1

The key is for the learners to understand what the last supper is, how its preparation took place and how it was celebrated. Learners should also understand the events that took place during the last supper.

Ask the learners to describe the events that took place during the celebration of the last supper by Jesus and his disciples. Guide the learners as they tackle this question and offer them the support that they may need while handling the question.

Ask them as well to highlight the lessons that Christians can learn from the last supper.

Assessment Opportunities

Observation:

Observe the learners whilst working together; do they understand the meaning of Last Supper?

Conversation:

Talk with them amid their discussion; can they describe what happened during Last Supper?

Product:

Can the learners explain the significance of the last Super?

The Institution of the Holy Eucharist and its significance

Activity 3.2:

The learners should understand what the Holy Eucharist means to Christians and how important it is to them.

Ask the learners in their groups to discuss and explain the meaning and significance of the Holy Eucharist to the apostles of Jesus and Christians today.

Assessment Opportunities

Observation:

Watch the learners as they work, can they define the Holy Eucharist?

Conversation:

Talk to them, can they explain how significant the Holy Eucharist is to Christians?

Product:

Do the learners understand the Holiness of the institution of the Eucharist?

Jesus' prediction of Peter's denial

This activity is geared at making the learners understand deeply how Jesus predicted his denial by Peter and how the prediction was fulfilled.

Ask learners to read **Luke 22:47 – 53** and role play the incident when Peter denied Jesus. Using the short conversation given in the learner's book, ask them to play the parts provided. Let them select from among themselves the characters of the Servant woman, Peter, man 1, man 2 and the Lord.

The importance of the activity is to understand what happened, therefore you don't have to focus much on the perfection of the acting but the message it is carrying.

Assessment Opportunities

Observation:

Observe the learners as they take roles in the role play, do they show understanding of Jesus' denial by Peter?

Product:

What have they learnt from peter's actions against Jesus? Can they state a few?

Significance of the prediction of Peter's denial to Christians

Activity 3.4:

The key is for the learners to relate the lives of Christians to the incident of Peter's denial of Jesus.

Ask the learners in their groups to give reasons why Peter denied Jesus and share their answers with others.

Ask them also to explain the importance of Peter's denial to Christians today.

Assessment Opportunities

Observation:

Observe the learners whilst they are discussing, do they understand why Peter denied Jesus?

Conversation:

Talk to the learners, can they identify importance of Peter's denial of Jesus?

Product:

Study their answers; are they having the correct lessons from Peter's denial of Jesus?

Activity 3.5: The trial of Jesus before Pontius Pilate for the second time

Learners are expected to understand why Jesus was taken to Pontius Pilate for the second time and the events that took place when he got there.

Ask the learners to dramatise the trial of Jesus before Pontius Pilate.

Let them also discuss the lessons Christians learn from the trial of Jesus.

Assessment Opportunities

Observation:

Observe the learners whilst they dramatise, is their small play depicting what happened when Jesus was taken to Pilate?

Conversation

Talk to the learners, can they mention what Christians learn from the trial of Jesus?

the death of Jesus

Activity 3.6:

The learners are expected to understand what happened during the hour of Jesus' death. **Luke 23:26 – 49** explains some of these events.

Ask learners to read the scripture above and identify the extraordinary events that happened when Jesus died.

Ask them to discuss the significance of these events.

Assessment Opportunities

Observation:

Watch the learners as they discuss, do they know the events that happened after Jesus died?

Conversation:

Talk to them. Can they point out the significance of the events that happened when Jesus died?

Product:

Read their responses to the learners to establish how correct they are.

UNIT 4

AFRICAN RELIGIOUS MORALS AND CULTURAL VALUES

Refer to Learner's Book pg 64-87

Religious education Secondary 2		Unit 4: African Religious Morals and Cultural Values	
Learn about		Key inquiry questions	
<p>Learners should research African literature and discuss, if possible with an African expert, Traditional African religious morals and cultural values, birth rites, naming rituals and initiation rites.</p> <p>Learners should in groups research the mystery of death and life after death. Investigate the roles of the Spiritual Beings and African Specialists. They might do this by using the internet, books and by talking to experts.</p> <p>They should understand the Christian belief in the eternal.</p> <p>They should in groups discuss the relevance of African religious moral and cultural values in day-to-day life and present their conclusions to the class.</p> <p>Learners might in groups dramatise some of the traditional rituals and perform them for the class.</p>		<ul style="list-style-type: none"> • What are the African religious morals and cultural values? • Why are the birth, naming rituals and initiation rites important? • How are death and its causes defined according to traditional African Society? • Who were the Spiritual Beings and African Specialists? • What is the relevance of African religious moral and cultural values in modern life? 	
Learning outcomes			
Knowledge and understanding		Skills	Attitudes
<ul style="list-style-type: none"> • Understand the African religious morals and cultural values. • Know the birth rites and naming rituals and their significance in society. • Explain the importance of the initiation rites. • State the roles of the spiritual beings and African specialists. • Explain the eternal, intrinsic attributes of God and moral attributes. • Discuss the relevance of African religious moral and cultural values in our day- to day -life. 		<ul style="list-style-type: none"> • Discuss, compare and contrast the mystery of death and life after death in African and in Christian beliefs. • Interpret the meaning of names according to African traditional beliefs 	<ul style="list-style-type: none"> • Appreciate birth and naming rituals in African Society. • Respect the moral values of African Specialists.
Contribution to competences:			
<p><u>Critical thinking</u> about the birth and naming rituals in African Society and the moral values of African Specialists.</p> <p><u>Communication</u> through reading, sharing ideas, opinions in the groups. Researching and discussing African literature on the different birth and naming rituals.</p> <p><u>Co-operation</u> through group work respecting and appreciating others ideas and views.</p>			
Links to other subjects:			
History through researching the origins and basis of African cultural practices.			

Assessment Opportunities

The three forms of assessment for three opportunities are indicated for each of the activity:

- Observation
- Conversation
- Product

An outline of the learning

Learners should explore different rites of passage in Traditional African communities and Christianity. They should find out different religious leaders in Traditional African communities and their functions. They should find the similarities between the Traditional African rites and the Christianity. Learners should find out the moral cultural values in African community.

The student competencies

Learners should describe various Traditional African rites and how they are carried out in different communities. They should find out the similarities and differences between Africans and Christianity.

Guide the learners to work in pairs and groups throughout the unit. The text has activities outlined for the learners. Guide the learners to understand what to do and how to work together effectively. Allow the pairs to share what they have learnt in groups. You will need to select people to make presentations to the class. Make sure everyone participates in group discussions and presentation. You may be required to provide guidance to the learners where necessary.

Cross-Cutting issues

The unit contributes to Peace Education (Engaging in common activities that bring learners together as they work in groups.)

Others include:

- Life skills
- Religious tolerance
- Integration of people with special needs
- Environmental awareness
- Good citizenship
- Regional integration

School rules

Activity 4.1:

Guide the learners in identifying school rules in their institution and let them explain their significance. Ask them to write them down and share what they have learnt in their various groups. Ask someone to read to the class the school rules and the other one to read the significance of the school rules. Encourage learners to ask questions where necessary and go through them as a class. By the end of the lesson, make sure everyone has understood.

Assessment opportunities

Observation:

Observe the pairs as they identify and discuss the school rules.
Can they explain their significance to the school?

Product:

Ask learners to read their answers to the class.
Have they understood? You can explain to them importance of the school rules they have discussed.

Rites of passage

Activity 4.2 and 4.3:

Guide the learners to read the passage about the rites of passage and answer the questions that follow. They should go through the passage two to three times. They can work out in groups to answer the questions by making some short notes on what they have learnt from the passage. Let each group take turns in making presentations to the class. Make sure learners participate during group discussion and making presentation.

Assessment opportunities

Conversation:

Talk to the learners while discussing the answers.
Have they understood the comprehension passage?

Product:

Read the answers to the class.

Initiation

Activity 4.4:

The key is for the learners to understand the stage as an important stage in life in the African traditional society.

It was a period of celebration among the family, relatives and community. It strengthened kinship and cohesion among the communities.

Ask the learners to research using any available resource and establish the significance of initiation rites. Tell them to go ahead and identify the moral values learnt during initiation celebrations.

Assessment opportunities

Observation:

Observe the learners whilst discussing, do they understand what initiation is?

Conversation:

Talk to the learners. What significance of initiation can they tell you?

Product:

Do the learners understand why Initiation was carried out in Traditional African society?

Christian understanding of eternal Life

Activity 4.5:

This activity aims at teaching the learners about the perception of Christians towards eternal life. Just like Christ died and resurrected, Christians share the hope of their own resurrection when they die.

Explain this concept to the learners to help them understand how Christians perceive eternal life.

Ask the learners to:

1. Identify the teaching of Jesus in **Luke 6:17 – 19** that may help Christians to obtain eternal life.
2. Write them down and share with the rest of the groups.

Assessment opportunities

Observation:

Observe the learners whilst discussing, do they understand how Christians perceive eternal life?

Conversation:

Talk to the learners. Do they know the teachings of Jesus about obtaining eternal life?

Similarities and differences between Traditional Africans and Christians about life after death

Activity 4.6:

The key is for the learners to understand the existing similarities and differences between Christians and Traditional Africans.

Ask them to compare and contrast similarities and differences between Traditional African communities and Christians about life after death.

Ask them to share the work with the rest of the members in class through class presentations.

Assessment opportunities

Observation:

Observe the learners whilst discussing, Can they point out similarities and differences between the Africans and Christian understanding of life after death?

Product

Read their answers. Are they correct?

Spiritual Beings

Activity 4.7

The key is to understand God as a spiritual being.

Ask the learners to discuss the intrinsic and moral attributes of God. For example, God is the creator; He sustains His creations among others.

Ask them to explain what they can learn from the moral attributes of God.

After the discussions, allow them to share their work through brief class presentations.

Assessment opportunities

Observation:

Observe the learners. Do they know the spiritual beings?

Conversation

Talk to the learners. Can they identify and explain the moral and intrinsic attributes of God?

The role of ancestors

Activity 4.8:

The key is for learners to understand the role of ancestors as part of the spirits.

Explain to them that ancestors are the spirits of people who died recently and are still remembered.

Tell them that they are also referred to as the living dead and had several roles to play.

Ask the learners in their small groups to discuss the roles played by the ancestors. Ask them to compare and contrast the role of ancestors and spirits.

Assessment opportunities

Observation:

Observe the learners as they discuss, can they define and explain who ancestors are?

Conversation:

Talk to the learners. Do they know the roles played by ancestors among the traditional African people?

Product

Can the learners point out a few differences and similarities between the ancestors and the spirits?

The role of the Traditional spirits and ancestors

Activity 4.9:

Explain to the learners that the Traditional African religious specialists were the people who possessed special skills and knowledge and had authority from the spiritual beings to perform certain duties.

Ask the learners in their groups to research for the roles of each religious specialist. Ask them to write down their findings and share them out to the rest of the class members.

Assessment opportunities

Observation:

Observe the learners as they discuss, can they define and explain who traditional African religious specialists are?

Conversation

Talk to the learners. Can they point out the roles played by them?

Prophets

Activity 4.10:

Ask learners to brainstorm and discuss the meaning of prophets.

Tell them to mention to one another the names of prophets in their communities and the roles they played or what they foretold.

Ask them to differentiate between prophets, herbalists and diviners.

Let them also compare and contrast between priests and rainmakers.

Assessment opportunities

Observation:

Observe the learners as they discuss, do they know who a traditional prophet is?

Conversation:

Talk to the learners. Can they point out the roles played by traditional prophets?

Product:

Read their answers about comparison and contrasts of the various African specialists asked.

Elders

Activity 4.11:

Ask learners in pairs to talk about the elders, ask them, who are they? Of what importance are they to the community?

From the text about elders in the learner's book, ask the learners to point out the roles of elders and rainmakers.

Ask them to compare and contrast the roles of the priests and prophets and between the roles of diviners and prophets.

Assessment opportunities

Observation:

Observe the learners as they discuss, do they know the elders and their roles in the society?

Conversation:

Talk to the learners. Can the learners differentiate and also state similarities between priests and prophets and also between diviners and prophets?

Refer to Learner's Book pg 28 -105

Religious education S2		Unit 5: Non-violence	
Learn about		Key inquiry questions	
<p>Learners should research the concept of violence and non-violence in a range of local, national and international situations. They should discuss in groups the consequence of violence. They should research some key religions advocates of non-violence (eg Bishop Emeritus Paride Adeng Biod Odama) using if possible the library and the internet. They should present their findings to the group. They should explore and discuss what the major world religions say about non -violence and compare this to religious conflicts around the world.</p>		<ul style="list-style-type: none"> • Why are people sometimes violent? • What are the tools used in non- violence? • Who are the people who advocated non-violence before and after independence of South Sudan? • How can religious messages advocating non-violence be reconciled with religious conflict? 	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none"> • Understand the effects of violence on their society and in the world. 	<ul style="list-style-type: none"> • Discuss the disparity between the religious messages about non-violence and religious conflict. • Examine the activities of some of the people who have advocated non -violence. 	<ul style="list-style-type: none"> • Value the contributions of those who promote non-violence in South Sudan and in the world. 	
<p>Contribution to competences: <u>Critical thinking</u> through research and debate on non-violence <u>Communication</u> through sharing ideas and opinions in the groups. <u>Co-operation</u> through group work respecting and appreciating others ideas and views.</p>			
<p>Links to other subjects: <u>Peace studies</u> by looking at religious conflict</p>			

Assessment Opportunities

The three forms of assessment for three opportunities are indicated for each of the activity:

Observation
Conversation
Product

An outline of the learning

In this unit, learners should find out the meaning of violence and non-violence in their community.

They should explore cause of conflicts in their community and the effects of the conflicts to the society. They should explore tools used in non-violence peaceful resolution. They should come to realise some of the leaders who advocated for peaceful resolution in Africa and other parts of the world.

Using the Student Textbook

Learners should use learner's textbook in describing violence and non-violence, they should identify causes of violence in their community and its effect to the society. They should also identify various tools used in resolving conflicts in their community.

Guide the learners to work in pairs and groups. The activities are set out in the learners books. You can provide assistance to the learners were they find challenges in dealing with some activities.

Put learners in pairs and groups. The pairs should work together throughout the unit. You can form groups by joining four or five pairs. Maintain the same groups throughout the unit. Guide the pairs to share their findings at different groups. At times, you will need to select people to make presentations to the class. Help groups work effectively by ensuring that all learners in the group have a role and participate in discussions and presentation. The book has many Bible scriptures to be read. Learners should read on their own before selecting one of them to read to the class. At the end of the unit, make sure everyone has understood.

The student competencies

This unit presents many opportunities for critical and creative thinking: interpreting pictures and giving reasons and explanations and sorting activities.

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

In their discussions and presentations in groups or as a whole class, there are many opportunities for communication. It is important in Secondary two that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences.

The subject matter will also enhance their understanding of the South Sudanese culture and identity.

Cross-Cutting issues

The unit contributes to Peace Education (Engaging in common activities that bring learners together as they work in groups.)

Others include:

- Life skills
- Religious tolerance
- Integration of people with special needs
- Environmental awareness
- Good citizenship
- Regional integration

Violence and non-violence

Activity 5.1:

Ask learners to recite the verses in the learner's book and make discuss in pairs about what they learn from those verses. Guide them to write their answers in pairs and then share their findings in their groups. When they are done, you can ask some learners to read their answers to the class and other learners should be encouraged to ask questions that check understanding.

Assessment opportunities

Observation:

Observe the pairs discussing the answers. Have they understood the meaning of the verses?

Conversation:

Talk to the learners while they are discussing the answers.

Product:

Read the answers.

Effects of violence

Activity 5.2 and 5.3:

There are two activities here. Firstly some questions on the effects of violence on children, and another one on countries that have experienced civil challenges in the recent past.

The first question is about the effects of violence to the children in any country or region. The learners should discuss the problems that face children during civil wars and make notes. Guide them to make presentation to the class about their findings.

The second question is for learners to identify countries that have experienced civil war in the recent past. They should discuss the causes of the civil war, effects, and how the problem was solved.

Make sure everyone participates actively in groups and making presentations. By the end of the lesson, make sure everyone has understood.

Assessment opportunities

Observation:

Observe the pairs discussing the answers. Have they discussed the effects of violence on children?

Have they identified the countries?

Conversation:

Talk to the learners about the effects of violence on children and countries that have experienced violence in the recent past.

Tools used for non-violence resolutions

Activity 5.3:

Ask the learners to read the questions and write their answers in pairs. The pairs can share their findings at group level. Guide the groups to make their presentations in class one after the other.

Make sure everyone participates fully in the discussions and presentations. You can allow a few learners to ask questions and go through them as a class.

Assessment opportunities

Observation:

Observe the pairs as they discuss and write the answers. Have they understood?

Guide them to find the appropriate answers for the questions.

Product:

Read the answers to the class.

People who advocated for non-violence in conflict resolution

Activity 5.4:

Ask the learners to discuss in pairs examples of people who advocated for non-violence in conflict resolutions in South Sudan and other countries. Let them share their findings in groups and make their presentations to the class. Allow learners to name other people that might have not been captured during their discussions.

Expected answers

- Bishop Daniel Adeng
- Bishop Taban Paride
- Archbishop Odama Baptista
- Archbishop Paul Yugusuk

Major World religions and what they say about non violence

Learners will explore religious like Judaism, Buddhism, Islam, Hinduism and Christianity. They will find out their perception on non-violence citing precepts and rules that ensure a peaceful co-existence in human beings.

Activity 5.6:

This activity will enable the learner review what they learnt about the ten commandment. They will explain the significance of the ten Commandments to the Christians. They will be expected to relate the teachings from the ten Commandments to non-violence.

Assessment opportunities

Conversation:

Listen to learners presentation in groups and in class. Talk to them while discussing as you probe questions. Enhance communication and teamwork.

Product:

Listen to their explanations. Share answers in class