

Primary CRE

Teacher's Guide 2

Primary Christian Religious Education 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 pupils.

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

Each year comprises of a Pupil's Book and a Teacher's Guide.

The Teacher's Guide provides:

- Full coverage of the national syllabus.
- Clear presentation and explanation of learning points.
- A variety of activities that can be applied to real-life situations.
- Opportunities for collaboration through group work activities.
- Stimulating illustrations.



All the courses in this primary series were developed by the Ministry of General Education and Instruction, Republic of South Sudan.

The books have been designed to meet the primary school syllabus, and at the same time equipping the pupils with skills to fit in the modern day global society.

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Primary CRE

Teacher's Guide 2

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Christian Religious Education 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

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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 learner in South Sudan 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 resources, conducive school environments, resources and a sustainable visionary curriculum that enables every learner high quality to achieve 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 learner's early enough to prepare them for the world of work, career progression and sustainability.

Based on a competency-based curriculum; The teacher's 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 units, interesting teaching and learning activities, informative notes to teachers.

Organisation of the teacher's guide

Each strand consists of the following:-

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

2. Sub-strands

These represent the skills; values and attitudes. It is through the skills that learners apply their learning and engage in higher order thinking. Teacher's 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. Specific learning outcomes

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

- Acquire knowledge and demonstrate of what they learn or understand.
- Demonstrate skills acquired through reading, discussions and comparisons.
- Demonstrate attitudes and values in order to appreciate and respect 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
- Culture and Heritage

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.

Suggestions on when to arrange the learners in groups have been made in this Teacher's Guide. You are 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 learners. Ensure minimum movement when grouping the learners and encourage them to speak in low tones so not to disturb others.

The Teaching Process

At every level structured in units and sub-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). There are suggestions of activities and written exercises for learners. 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

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 learners are expected to use teaching aids, make models or draw pictures, it is necessary for you to first demonstrate what you expect of them. For example, how a game is done, when demonstrating ensure that all the learners can see what you are doing.

It may be necessary to call the learners around the demonstration table for all to see. During demonstration, he or she could ask some learners to help in handling and setting up the teaching aids. The teacher should then outline the procedure he or she expects the learners 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 learner'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

learners and with teaching aids.

When you ask a question to one of your learners and the learner gives a wrong answer, the teacher should not say 'no' or rebuke the learner. 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, follow the learner's answer to detect any reason that led to his or her wrong answer. In this process will discover where the learner went wrong and help him or her.

Alternatively, your question may have been ambiguous or vague and as a result he or she will need to rephrase the 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 you during the lesson.

(iv) Individual work

Individual work by learners begins when you assign a few problems to them during class work. This is the application session whereby every individual learner is expected to work on his or her own.

During this session, the teacher moves round the class marking learner's work and giving individual attention to those in difficulties. Individual work is then extended to the homework assignment where the learners will be expected to solve problems outside the classroom. Individual work encourages the learners to go through learnt concepts alone. This reveals to the teacher how a learner 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 learner's interaction. You pose the topic for discussion and act 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;

- (i) A group atmosphere should prevail where all are actively involved.
- (ii) Participation should be critical and reflective with lots of cooperation.
- (iii) All in class should share in decision making and conclusions reached.
- (iv) Your 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 you 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, you must be flexible enough to adjust or change your 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 five learners. You can also resort to pair work and individual 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. You should therefore, choose wisely the method to use or a combination of methods depending on the nature of the unit or sub-unit at hand.

Important attitudes in learning of CRE

a) In Pupil's

There are certain useful attitudes, which you 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 materials that you require 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 Guide has been written to help you guide learners to learn CRE.

- Encourage and guide the learner to read 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 learners when dealing with the suggested activities.
- Collect the materials that will be needed during the lesson in advance.

Religious Education Primary 2		Unit 1: The Wise Men
Learn about		Key inquiry questions
<p>Learners should listen to the story of The wise men from the East, explore how they got the town of Bethlehem and the reasons for their coming. Look at the picture of the wise men from the east and the gifts they brought to the baby Jesus. Listen to the story of the reaction of King Herod to the message of the wise men. They should know that this is a story from the Bible.</p> <p>They should work in groups to role play the journey of the wise men, the giving of the gifts to Jesus, and Herod's reaction. They could with help from the teacher draw pictures with captions, sequencing events.</p>		<ul style="list-style-type: none"> • Who were the wise men? • What directed them to the town of Bethlehem? • What were they coming to do in Bethlehem? • What message did they bring? • How did King Herod react to their message? • What were the gifts brought by the wise men?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Tell the story of the wise men from the east. • Tell what directed the wise men to Bethlehem in Judea. • Know the gifts brought from the east by the wise men. 	<ul style="list-style-type: none"> • Discuss how and why King Herod reacted as he did. 	<ul style="list-style-type: none"> • Appreciate the spirit of gift giving. • Value the visit of the wise men to Bethlehem.
Contribution to the competencies:		
Critical thinking: Discussing the reasons why the wise men travelled from the east.		
Communication: Working together to role play events.		
Co-operation: Listening to others.		
Links to other subjects:		
Mathematics: Sequencing events		

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

This unit looks at how the wise men travelled from the east to Bethlehem. They were guided by the star to Bethlehem. It goes on to explain how King Herod reacted to the message from the wise men. The King was very upset about the King that was born in Israel. The wise men also carried the gifts to the baby Jesus. Ask the learners to mention some of the gifts they have ever received from parents, guardians or friends and explain how they felt.

Using the Pupil's Book

Using the Learner's Book and photographs, ask the learners to describe how the wise men were guided by the star from the east to Bethlehem. They should also describe the reaction of King Herod to the wise men and the gifts brought by the wise men to the new born baby.

They should find out why the wise men went back to their country via a different road or route.

Guide the learners to work in groups, pairs and individually. The activities are found in the Learner's Book. You should help the learners on what to do and how to do it. Guide them on how to work together in groups.

Put learners in pairs. The pairs will have to work together throughout the unit. Four or five pairs should form a group. The groups should be maintained to the end of the unit.

The pairs should share what they have learnt in the group. You can select people from different groups and pairs to make presentations in class. For the groups to work effectively, all learners should have a role to play and must participate actively in discussions and presentations.

There are pictures in the Learner's Book to interpret.

Let them tell what they can see first to themselves. Select someone to tell the class what he or she has observed to make sure everyone has understood. You can guide them by explaining where they don't understand.

The learner competencies

This unit presents many opportunities for critical and creative thinking: interpreting pictures and giving reasons and explanations; making up 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 primary 2 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 to South Sudan culture and identity.

Cross-cutting issues

The unit contributes to life skills (Talking about how the wise men from the east were guided by a star to Bethlehem) and peace education (Engaging in common activities that bring learners together such as discussion and group work).

Introduction

Read to the learners the key points of this unit as an introduction to the unit and introductory text before introducing activity 1.

You can hold a general discussion in class about what they know already about the wise men.

Do they know anything about the wise men?

Pair work: The wise men (Refer to the Pupil's Book, page 1)

Ask the learners to look at the pictures from Learner's Book on page 1 and suggest what they can see.

We are looking for what guided the wise men from the east to Bethlehem.

Ask them to work in pairs to think of the reason why the wise men travelled from the east. Ask them how they could record their thoughts (drawing, letters among others).

Then ask them to draw a picture of the wise men they have observed. You could help with this by moving from one group to another group explaining.

Activity

Ask the learners to take turns in showing their drawings one at a time to the rest of the group to see if they can guess what directed the wise men. Make sure everyone has a turn! Encourage clear answers, comments and questions about the drawings.

At the end of the lesson, ask the learners to talk about this to their parents or guardians when they go home. Tell the learners that you expect them to share any conversation or information that they have explored at home.

Check the stars learners have drawn and coloured.

Assessment opportunities

Observation

Observe the pairs discussing the answers.

Are they able to think of the star?

Conversation

Talk to the learners while they are discussing the answers.

Product

Look at the drawings. Do they show the wise men?

(It does not matter how good the drawings are. This is not an Art lesson!)

Tell the learners where the wise men came from.

Activity 1: Drawing of the star (Refer to the Pupil's Book, page 3)

Ask the learners to look at the picture on page 1 and suggest what they can see from the picture.

Ask them to work in pairs in drawing a star. Let them think on the time they are likely to observe the star. Help them to colour the star they have drawn using yellow crayons. You can help them by going from group to group and scribing.

Activity

Ask the learners to take turns in showing their drawings one at a time to the rest of the class to see what other groups have drawn. Encourage clear answers, comments and questions about the drawings. At the end of the lesson, ask them to talk about this to their parents when they go home. Tell your learners that you expect them to share any conversations or information that they have explored at home.

Assessment opportunities

Observation

Observe the pairs discussing the star.

Conversation

Talk to the learners while they are discussing the answers.

Do they understand what gifts are?

Product

Look at the drawings. Do they show the star?

(It doesn't matter how good the drawings are. This is not an Art lesson!)

Group work (Refer to the Pupil's Book, page 7)

Ask the learners to look at the picture and suggest what they see. Ask them to explain how they treat new born baby in their community.

Ask learners to work in pairs to think on how new born babies should be treated in the society.

Guide them to draw a picture of baby Jesus in a manger. Guide them by going round from group to group explaining.

Group work (Refer to the Pupil's Book, page 9)

Role playing

Ask learners to work in groups and take turns to role play on how the wise men travelled from the east to Bethlehem. The group has to guess what role they are playing.

Pick good examples from each group to perform to the class. Ask the learners to explain what they like about the role play. Can they improve on their own by learning from others?

Be creative with critical thinking questions if possible.

Assessment opportunities

Observation

This is not an assessment of acting! You are looking to see how well they understand about the wise men.

Additional exercise

Story telling

Arrange the learners in groups of four to tell each other a story about the wise men and how they travelled from the east to Bethlehem following the star. Pick a good example from each group to come and present to the class. Ask the learners to explain what they like about the story narrated about the wise men. Can they be creative and learn from the others? Have the three learners acted as the wise men?

Additional information to the teacher

The teacher should guide the learners to understand that the wise men came from the east. Emphasise that they came to see the new born baby and worship him in Bethlehem.

Activity

Ask the learners to take turns in showing their drawings one at a time to the rest of the group to see if they can guess what they have drawn. Make sure everyone has a turn and encourage clear answers and comments on the drawings. Make sure that learners keep the drawings because they may need them in the next lesson. At the end of the lesson, ask them to talk about this to their parents or guardians at home. Learners should be prepared to share the information to the rest of the class.

Additional Exercise

Activity: why the wise men came to Bethlehem (Role play)

Role playing

Ask learners to work in groups of three to role play the journey of the wise men from the east to Bethlehem. The group has to guess what role they are playing. Ask them to explain what they like about the role play. Be creative with probing questions if possible. Three learners should act as the wise men and a touch to be used as the star.

Observation

This is not an assessment of acting! You are looking to see how well they understand the nature of the play.

Activity: Reaction of King Herod to the message

Story telling

Ask the learners to tell a story on how the king was upset with the message from the wise men.

Pick a good example and let the learner to explain how the king reacted after hearing the message.

Additional information to the teacher

Guide the learners to understand about King Herod fear after hearing that the Messiah of Israel is born in Bethlehem.

Emphasise that the wise men avoided coming back to King Herod after they had been advised by the Holy Spirit not to go back to King Herod.

Assignment

1. Guide them to draw the picture of King Herod in the Palace.
2. Ask them to write the name of the town where baby Jesus was born.
3. Let them draw baby Jesus in a manger.

Answers on group work (Refer to Pupil's Book, page 8)

1. He wanted to tell or interpret what the wise man had said.
2. Messiah will be born in the town of Bethlehem in Judea.
3. God warned them in a dream not to go back to Herod.

Answers on pair work (Refer to Pupil's Book, page 11)

1. The wise men came from the east.
2. The star.
3. To tell him where the child was.

Teaching notes

- Emphasise to the learners that a gift is a way of appreciating someone for doing something good.
- Explain to them the meaning of each gift that were brought by the wise men.
- Guide the learners to sing a song about the gifts brought to Jesus by the wise men. For example:

Three wise men, three wise men,
Followed the star, followed the it far,
They followed the star to Bethlehem,
Bowed down and worshiped the newborn king,
Gave gold, myrrh and frankincense.

Ask them to draw pictures with captions while sequencing the events of the wise men's visit.

unit 2

Nathan and King David

Religious Education Primary 2		Unit 2: Nathan and King David
Learn about		Key inquiry questions
<p>Learners should listen to the story of the Prophet Nathan and King David on the spirit of forgiveness and repentance. They should listen to the story about the successes and weaknesses of King David. They should know that these are stories told in the Bible.</p> <p>They should discuss with their teacher the consequences of sin and relate this to their lives at home and at school.</p> <p>They should work together to dramatis the role played by the Prophet Nathan and King David.</p>		<ul style="list-style-type: none"> • Who is Prophet Nathan? • What was his message to King David? • What was the response of King David to Nathan's message? • What was the role of Prophet Nathan? • What can we learn from the consequence of sin in human life and in our own lives?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Tell the roles of the prophet Nathan. • Narrate the story of weaknesses of King David. • Understand the response of King David to Nathan's message. 	<ul style="list-style-type: none"> • Discuss the importance of repentance and forgiveness. • Discuss the consequences of sin to human life and relate this to their own lives. 	<ul style="list-style-type: none"> • Value the spirit of acceptance and repentance. • Strive to be honest and demonstrate the spirit of forgiveness like King David being forgiven.
Contribution to the competencies:		
Critical thinking: About how to interpret God's message given through his messengers		
Communication: Discussing the story		
Co-operation: Working together to dramatize the story; listening to what others say		

Links to other subjects:

Cross-cutting issues

Peace education: Working together to dramatize events

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

The unit looks at how Prophet Nathan was sent by God to deliver his message to King David. He was sent by God to warn King David against his evil deeds to the society. It looks on how the leaders use their position to mistreat those whom they lead in the society. It teaches learners to have the spirit of kindness and respect to other people's property and life. Guide the learners in identifying the success and weakness of King David.

They should understand the punishment that King David got after disobeying the commandments of God. Explain to them to understand the consequences of sin by relating it to a real life situation.

They should come to recognise the success and weakness of King David. Learners should also understand the consequences of sin in people's lives.

Using the Pupil's Book

Learners should explain the success, weakness and consequences of sin according to the story of prophet Nathan and King David. They should be in a position of identifying the success, weakness and consequences of sin from the Learner's Book.

Guide the learners to work individually, in pairs and groups. The Learner's Book has activities. Learners need help to ensure they understand what to do and how to work together in groups.

Learners should be organised in pairs and ensure they work together throughout the whole unit.

Arrange the learners in groups of four or five to form a group. Maintain the same group throughout the unit. The pairs will be sharing what they have learnt at group levels. You can select learners from different groups to make presentations to the class.

Make sure every learner in a group has a role to play. Ensure all learners participate actively in discussions and presentations. There are many pictures to observe in the Learner's Book. Ask them to say what they have observed first. Then you can select one learner to tell the class what he or she has observed to make sure everyone has understood.

The pupil competencies

This unit presents many opportunities for critical and creative thinking: interpreting pictures and giving reasons and explanations; making up 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 primary 2 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 to South Sudan culture and identity.

Cross-cutting issues

The unit contributes to life skills (Talking about how to respect each other in our society) and peace education (Engaging in common activities that bring learners together such as discussion and group work).

Introduction

Read to the learners the keywords and questions of this unit before introducing activity I.

Have a general class discussion about what learners know about King David and Prophet Nathan. Do they know anything about the two?

Pair work: The poor man and rich man (Refer to the Pupil's Book, page 14)

Ask the learners to look at the picture in the Learner's Book. The main activity is for learners to understand the difference between the rich man and the poor man.

Guide them to discuss the difference between the two men in the picture. Let them write the differences in their books. Are they able to identify the two men?

Can they understand the difference between the two men?

Go round and check the pairs discussing. Have they understood the difference?
Guide them to discuss in groups about the differences they have observed or identified.
They may require help to find out some of the differences observed.
Select someone to present to the class what they discussed to make sure everyone has understood.

Assessment opportunities

Observation

Observe the pair discussing the differences between the two men.

Conversation

Talk to the learners while discussing the answers.

Product

Read the answers to the class.

Pair work: The poor man's sheep (Refer to the Pupil's Book, page 16)

Ask the learners to look at the picture from Learner's Book.

Guide them to discuss in small groups what they see in the picture observed.

The main activity is for learners to draw their own picture of the sheep. Guide them in colouring the picture they have drawn.

Activity

Let the learners present in class what they have drawn.

Encourage clear answers and comments about the drawings at the end of the lesson.

Encourage them to write short sentences of what they have drawn. Since these are young learners, do not expect them to write correct words. As learning continues they will be able to read these words they have written.

Assessment opportunities

Observation

Observe the pairs discussing the answers.

Can they put forward the explanation?

Conversation

Talk to the learners while discussing answers.

Are they able to tell what they have drawn?

Product

Present in class what they have drawn.

Home work (Refer to the Pupil's Book, page 18)

Ask the learners in groups to talk about the animals they keep at home. Let them present in class one after the other. Make sure everyone has presented his or her findings.

Guide the learners to draw a cow and colour it. Ask them on how they could record their thoughts (drawings, letters etc.)

Pair work: How the rich man's took away the poor man sheep (Refer to the Pupil's Book, page 20)

Ask the learners in pairs to look at the picture from the Learner's Book and suggest what is happening. Let them understand that we are looking on how the rich man took away the poor man sheep. Ask the learners to work in groups of two about the reasons why the rich man decided to take away the poor man sheep yet he has many cows and sheep.

Let the learners present in class what they have discussed in pairs. Make good comments that will encourage them to keep up with the same spirit.

Activity: The rich man who took away the poor man's sheep

Tell each group to present in class what they have learnt from the story of the rich man who took away the poor man's sheep and prepared a meal for his guest.

Ask the learners to take turns in showing their drawings one by one at a time to the rest of the class.

At the end of the lesson, ask them to share what they have learnt with their parents at home.

Tell them that you expect answers in the next lesson.

Assessment opportunities

Observation

Observe the pairs discussing the reasons why the rich man took away the poor man sheep.

Can they think of any?

Conversation

Talk to the learners way the rich man took away the poor man sheep.

Product

Look at the drawings.

Are they similar?

Home work

Guide the learners to mention examples of animals found at home.

Let them discuss importance of the domestic animals they have mentioned.

Expected answers

- cow
- goat
- sheep
- camel
- donkey
- dog
- cat

Guide the learners to draw a cow in their exercise books and colour it using crayons or pencils.

Ask them to discuss ways of caring for the animals found at home.

Expected answers

- Giving them food
- Giving them water
- Cleaning places they sleep
- Treating sick animals

Pair work (Refer to the Pupil's Book, page 21)

Ask the learners to look at the picture in the Learner's Book.

Give them time to look at the picture. Ask them to discuss in groups what they have observed in the picture.

What do they think is happening? What does this picture tell us about the rich man?

Emphasise writing of a caption or short sentences.

In the questions, find out if learners can work in pairs to understand what is happening in the picture.

Select one of them to present to the class to ensure everyone has understood.

Assessment opportunities

Observation

Observe the pairs discuss the answers. Have they understood the meaning of the picture?

Conversation

Talk to the learners while discussing the answers.

Product

Read the answers that they have written.

Activity: (Refer to Pupil's Book, page 21)

This is what happened after the rich man had killed the poor man's sheep.

Ask the learners to discuss in groups what they can see in the picture.

Let them present to the class what they have discussed.

Can they understand what is happening in the picture? When they have answered all the questions, go through them as a whole class.

Make sure every pair has a turn. Help them to understand what followed after the rich man had killed the lamb. They should work in groups and write a list of lessons they have learnt from this story.

At the end of the lesson, make sure everyone has understood the message from this story.

Assessment opportunities

Observation

Observe the pairs discussing the answers. Make corrections where necessary.

Conversation

Talk to the learners while discussing the answers.

Have they understood?

Product

Read the answers they have given.

Group work (Refer to the Pupil's Book, page 22)

Ask the learners to discuss reasons why King David was angry with the rich man.

Let them present in class what they have discussed one by one.

Make sure every learner has presented in class what he or she has discussed.

Assessment Opportunities

Observation

Observe the learners discussing reasons why King David was angry after listening the story from Prophet Nathan.

Conversation

Observe the learners discussing why King David was angry with the rich man.

Are they able to identify reasons why he was angry?

Product

Look at the learners as they write reasons why King David was angry with the rich man.

Activity (Refer to the Pupil's Book, page 23)

I. Ask the learners to identify the following words from the word such.

Nathan

King

Prophet

King David

message

Teaching notes

- God used Prophet Nathan to pass his message to King David.
- King David planned for the death of Uriah in order to take over his wife.
- Uriah was killed in a battle and his wife was taken by King David.
- The first son King David had with Uriah's wife died.
- God was angry with King David.
- He sent Prophet Nathan to warn him.
- King David asked forgiveness from God and he was forgiven.
- We should be ready to forgive those who wrong against us.

Religious Education Primary 2		Unit 3: The Prodigal Son
Learn about		Key inquiry questions
<p>Learners should listen to the story of The Prodigal Son. The learners with the teacher should discuss the significance of the parable of The Prodigal Son. They should think about their relationship with their parents.</p> <p>They should understand the story of The Prodigal Son as one of God as a Father, loving and forgiving humanity. They should think about the importance of listening to God and to their parents.</p> <p>They should with their teacher discuss other similar stories and understand that the story of The Prodigal Son is a story from the Bible.</p> <p>In groups, they should work together to dramatise the story.</p> <p>They should work in groups to write a list of the roles and responsibilities of family members.</p>		<ul style="list-style-type: none"> • Who are the father and prodigal son in the story? • What is the message of the parable of The Prodigal Son? • How significant is the parable of The Prodigal Son to Christian belief? • In which way did the Prodigal Son spend his father's wealth?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know the story of The Prodigal Son. • Understand the message of the parable of The Prodigal Son. 	<ul style="list-style-type: none"> • Discuss the story of The Prodigal Son and relate it to local stories. • Mention the significance of the parable of The Prodigal Son. • Discuss how the Prodigal Son spent his father's wealth and relate this to their life. 	<ul style="list-style-type: none"> • Appreciate the values learnt from the parable of The Prodigal Son. • Respect and value parent for their responsibility.

Contribution to the competencies:

Critical thinking: Roles and responsibilities in families.

Communication: Making suggestions, listening to others and making relevant contributions to class and group discussion.

Co-operation: Working together to dramatise the story and to write lists about family roles and responsibilities.

Culture and heritage: Discussing other similar stories.

Links to other subjects:

Cross-cutting issues

Peace education: Working in groups.

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

This unit looks at how the father who had two sons; the elder son and the younger son divided out the property between his two sons equally. It goes on to explain how the father divided the wealth among the two sons. The younger son misused his property foolishly in another country, after which he was forced to almost eat with the pigs. He finally decided to come back home and asked for forgiveness from the Lord and his father. This parable teaches about forgiveness to anyone who wrong against us. Just like how the father forgave his son even after misusing his wealth. It also explains on how people should make wise decisions in anything they do.

Using the Pupil's Book

The parable of the prodigal son is one of the parables that Jesus used to teach his disciples about forgiveness. You will need to help the learners in explaining the meaning of this parable.

Start with a local story from one of the community in South Sudan context. The story should be about forgiveness. Let the learners understand that when we forgive those who wrong against us God will forgive us too.

Let them explain instances where we need to forgive those who wrong against us.

Ask them challenging questions about forgiveness. For example, why do we need to forgive those who wrong against us? When they have answered the questions, you can go through them as a class.

Guide the learners to work in pairs and groups. The activities are set out in the learner's book, but learner's will need your help to ensure they understand what to do and how to work together.

Put the learners in pairs and then develop some groups out of the pairs that will not exceed five.

Make sure the pairs and groups work together throughout the unit. The pairs will have to share what they have learnt in groups. You can select someone to make presentations in the class.

Facilitate the groups to work effectively by ensuring all learners in their respective groups have roles to play in participation and discussions.

The pupil's competencies

This unit presents many opportunities for critical and creative thinking: interpreting pictures and giving reasons and explanations; making up 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 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 to that of South Sudan culture and identity.

Cross-cutting issues

The unit contributes to life skills (Talking about how to respect each other in our society) and peace education (Engaging in common activities that bring learners together such as discussion and group work).

Introduction

Read to the learners the key words and questions as an introduction to the unit before activity 1.

Have a general class discussion about any local story about forgiveness.

Do they know any local story about forgives?

Pair work: The prodigal son feeding pigs (Refer to the Pupil's Book, page 29)

Ask the learners to observe the picture from the Learners Book.

Let them work in pairs to explain what they can see from the picture. Let them present in turns what they have discussed in pairs. Make sure their explanation is correct by making corrections where necessary.

Ensure learners take turns in their presentations and every learner should present what he or she has learnt. You can help by moving from group to group explaining to the learners.

Assessment opportunities

Observation

Observe the pairs discussing in groups why the person in the picture is miserable. Are they able to tell why the person is miserable?

Conversation

Talk to the learners' reasons why the prodigal son is miserable.

Help them understand by telling them that he had no food to eat.

Product

Look at the drawings. Do they resemble the prodigal son? (It does not matter how good the drawings are. This is not an Art lesson)

Activity

Ask learners to look at the picture where the prodigal son is feeding the pigs.

Guide them to work in pairs and discuss what is happening in the picture. Ask them to take turns by describing what is going on in the picture. Ask the learners to draw a picture of the prodigal son feeding the pigs and colour it. Help the learners by moving in their respective groups explaining what is going on.

Assessment opportunities

Observation

Observe the pairs discussing what they can see in the picture they have observed.

Conversation

Let the learners discuss what they have observed in the picture.

Do they understand what is happening in the picture?

Product

Observe what the learners have drawn.

Do they resemble the prodigal son feeding the pigs?

Activity 2: (Refer to the Pupil's Book, page 30 and 31)

Ask the Pupils to look at the picture from the Learner's Book and tell each other what they can see from the picture. Ask them to discuss in pairs what they have observed from the picture. Help them where they don't understand well. Can they explain what they have observed from the picture?

Let them take turns in making presentations about what they have observed. Explain to them to understand that this is the prodigal son being welcomed by his father.

Ask someone to make presentations to the class what he or she has learnt from the picture.

Make sure everyone have understood by the end of the lesson.

Assessment opportunities

Observation

Listen to the learners as they make presentations in class.

Do they real understand what the picture is about?

Conversation

Talk to the leaners while discussing the answers.

Can they tell what is happening in the picture?

Product

Read the answers they have given.

Pair work (Refer to the Pupil's Book, page 32)

Ask the learners to identify the prodigal son and the elder son from the picture.

Let them discuss in pairs what is happening in the picture. Let them take turns in making presentations about what they have discussed.

Can they tell what is happening in the picture? You can ask them probing questions to test their critical thinking. Ask them why the man in the green clothes is not eating? Let them say what they think is right because this is an open discussion with no specific answer.

Guide them to understand what is really happening in the picture they have observed. Let them draw the prodigal son from that picture and colour what they have drawn.

You can ask them if they have attended any festival or ceremony. Allow them to explain the purpose of that ceremony and what happened in that ceremony.

At the end of the lessons, learners should understand the purpose of that ceremony.

Assessment opportunities

Observation

Observe the pairs discussing the answers.

Conversation

Talk to the learners the purpose of that ceremony.

Have they understood?

Product

Show the class what they have drawn.

Check your progress

- i. two sons
- ii. the younger
- iii. younger son
- iv. happy
- v. asked for forgiveness

Group work: Role play (Refer to the Pupil's Book page 33)

Ask the learners to role play in class the story of the prodigal son.

Guide them to understand the role they are playing in the play.

Make sure every group presents their role play in class.

Assessment Opportunities

Observation

Observe the learners role playing in class about the prodigal son. Do they understand the meaning of the story?

Conversation

Observe the learners discussing different roles of family members. Are they able to identify

different roles of family members?

Product

List the answers the learners have given on the chalkboard.

Teaching notes

- There was a man who had two sons.
- The younger son asked his father to give him his share of property.
- He left to a faraway country where he spends his money carelessly.
- The country where he was had a severe famine and everything dried up.
- The prodigal son had no food to eat since there was no one to give him food.
- He went to feed the pigs in a farm where he was employed.
- He wished to eat with the pigs.
- At last he decided to go back and ask for forgiveness from his father and God.
- The father forgave him and was welcomed home with a celebration.
- This story teaches us about forgiveness.

Religious Education Primary 2		Unit 4: The Story of Samuel
Learn about		Key inquiry questions
<p>Learners should listen to the story of Samuel and know that it is a story told in the Bible. They should discuss with their teacher the meaning of Samuel's Mother Song of Praise. They should learn about the birth of Samuel and relate this to the birth of children in traditional communities. They should discuss with the teacher the reasons for the call of Samuel and his prophetic teaching. They should learn about the roles played by Samuel and its significance for Christianity.</p> <p>They should work together to devise a role play that depicts the call of Samuel.</p>		<ul style="list-style-type: none"> • Who was Samuel according to the Biblical story? • What was the event that led to the birth of Samuel? • What is the meaning of Samuel's Mother Song of Praise? • How did Samuel's birth compare and contrast to African traditional society's childbirth? • What were the reasons for the call of Samuel and his prophetic teachings? • What was the role played by Samuel in the salvific history?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Narrate the story of the birth of Samuel and his call. • Explain the role played by Samuel in his prophetic mission. 	<ul style="list-style-type: none"> • Discuss the message found in Samuel's Mother Song of Praise. • Give the similarities and difference between the birth of Samuel and birth in African traditional society. 	<ul style="list-style-type: none"> • Appreciate the Song of Praise composed by Samuel's Mother. • Value God's call to Samuel and to religious leaders called today.

Contribution to the competencies:

Critical thinking: About God's call to his people.

Communication: Though discussion.

Co-operation: Working together to devise a role play scenario; listening to others and valuing what they say by responding appropriately.

Culture and heritage: Traditional birth practices.

Links to other subjects:

Cross-cutting issues

Peace education: Devising a role play.

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

The unit looks at how God was merciful to Hannah by rewarding her with a baby boy at his old age. The learners will appreciate how Hannah used to pray to God without giving up until she was given a child by God at her old age. Hannah gave her son to God and appreciated God for His mighty deeds. The learners should know that Samuel served God in the temple during the time of Eli who was a priest.

Using the Pupil's Book

Using the Learners Book and pictures, ask the learners to describe how Hannah used to pray to God for a child.

They should explain the birth of Samuel, dedication and his calling.

They should also be able to make similarities and differences between the birth of Samuel and the African traditional practices.

Guide the learners to work in pairs and groups. We have activities in the Learner's Book. Learners need help to ensure they understand what to do and how they should work in groups.

Arrange the learners in pairs and let them work together throughout the unit.

You can take four or five pairs to form a group. Maintain the same group throughout the unit.

The pairs will have to share what they have learnt in their respective groups.

You will have to select people to make presentations to the class.

For the groups to work effectively, ensure all learners have a role to play and participate in discussions and presentation.

The book has many pictures that learners will observe and draw in their exercise books. Let them do it for themselves first. Then select someone to tell the class what he or she has drawn to ensure everyone has understood.

The Pupil competencies

This unit presents many opportunities for critical and creative thinking: interpreting pictures and giving reasons and explanations; making up 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 Primary 2 that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking , active listening and full sentences .

Cross-cutting issues

The unit contributes to life skills (Talking about having faith in God) and peace education (Engaging in common activities that bring learners together such as discussion and group work).

Introduction

Read to the learners the key questions of this unit before activity 1.

Have a general class discussion about what they know already about the story of Samuel.

Do they know anything about Samuel?

Activity 1: The story of Samuel (Refer to the Pupil's Book, page 41)

Guide the learners to look at the picture from the Learner's Book. Let them discuss why Eli thought Hannah was drunk.

Guide the learners to work in pairs in explaining why Hannah used to pray a lot.

Make sure each learner has a chance to present. Tell the learners to draw the picture of Hannah and Eli.

Assessment opportunities

Observation

Observe the learners discuss why Hannah used to pray frequently in the temple.

Do they know why she used to pray so?

Conversation

Talk to the learners the reason why Hannah used to pray in the temple.

Can they think why she used to pray?

Product

Read the explanations the learners have given.

Activity

Guide the learners to act a simple play about Hannah and Eli. They should know the role they are playing in the play.

Do they understand the role they are playing?

Ask the rest of the class to guess the roles they are playing.

They should be able to show the reaction of Eli to Hannah in the role play they have performed.

Each pair should be given an opportunity to make a presentation.

Have they understood the roles?

You can help by explaining to them why Eli thought Hannah was drunk.

Assessment opportunities

Observation

Observer the pair as they role play.

Conversation

Talk to them while discussing the answers. As to why Hannah was drunk.

Have they understood?

Product

Look at the learners as they write reasons that made Eli to be angry with Hannah..

Check your progress (Refer to the Pupil's Book, page 43)

1. Promised to give God the son to serve Him.
2. God to give Hannah what she had prayed for.

Home work: Celebration of a new born baby in traditional African society (Refer to the Pupil's Book, page 43)

Guide the learners to ask their parent or guardian to tell them how they celebrate the birth of the new born baby.

What things are usually done during the ceremony? Let them draw the gifts that are normally given to the new born baby.

Ask the learners to write what they have learnt from home.

Tell the learners that you expect them to present in class what they have learnt.

Assessment Opportunities

Observation

Check what the learners have drawn or written.

Do they show how the new born baby is celebrated in African societies?

Conversation

Observe the learners discussing how the new born baby is celebrated in African societies.

Go round the groups explaining what usually happens.

Product

Look at what learners have drawn. Do they show the gifts given to the new born baby in African community?

Activity 2: Festivals (Refer to the Pupil's Book, page 44)

Ask the learners to define the meaning of the term or word festival.

Ask them to discuss in groups about the festival they have attended.

Let them work in pairs to explain what they observed in that festival they attended.

Guide the learners to take turns in explaining what they observed in the festival.

Make sure everyone has presented.

Assessment opportunities

Observation

Observe the pairs discussing things that took place in the festival they attended.

Conversation

Talk to the learners while discussing what happens in a festival.

Product

Look at what the learners have drawn. Do they resemble what is done in the festival?

Additional exercise

Pair work

Ask the learners to draw a picture of a young baby. Let them colour the baby. You can help by moving from group to group explaining.

Let the pairs show each other what they have drawn and share the same drawing at group level.

Have they drawn a picture of a young baby?

Observation

Observe the pair drawing the picture.

Product

Display to the class what they have drawn.

Homework (Refer to the Pupil's Book, page 46)

Guide the learners to find out the meaning of their names from their parents or guardians.

Let them write in books what they have learnt.

Tell the learners that you expect them to share in class what they have learnt from home.

Make sure every learner has a turn in making presentation in class.

You can help by explain meanings of different names you know from their local set ups.

Assessment opportunities

Observation

Observe the pairs discussing the meaning.

Have they worked out the meaning of different names?

Conversation

Talk to the learners while discussing the meanings of different names.

List different names with their meanings on the chalkboard.

Product

Read the explanations they have given.

Do they relate with what you expect?

Activity 3 (Refer to the Pupil's Book, page 46)

Guide the learners to sing this song in class.

Hannah's song of praise

The Lord has filled my heart with joy,

I feel very strong in the Lord,

I am happy you have helped me,

Explain to the learners to understand the meaning of this song.

Have they understood the meaning?

Let them sing the song in their respective groups. Select someone to present in class.

At the end of the lesson, ensure everyone has understood.

Assessment opportunities

Observation

Observe the learners pairsing the song of Hannah

Product

Observe the learners as they sing the song of Hannah.

Answers on Homework (Refer to the Pupil's Book, page 51)

- Four times
- Speak Lord your servant is listening.
- "Speak Lord your servant is listening."
- He will punish the family of Eli because his son have spoken evil against Him.

Teaching notes

- Hannah was very old yet she had no child.
- She used to pray so much for her to get a child.
- She promised to dedicate the child to serve God if she gives birth to a child.
- Eli who was a priest thought she was drunk.
- After realising what her problem was, he wished Hannah all the best.
- Hannah was blessed with a son; she dedicated him to serve the Lord in the temple as she promised.
- God called Samuel four times. At first he thought it was Eli who was calling him.
- Eli told him to say "speak Lord your servant is listening."
- God told Samuel the punishment He will bring to the family of Eli because of their evil deeds. The son of Eli spoke evil things against the Lord.

Religious Education Primary 2		Unit 5: The Ten Commandments
Learn about		Key inquiry questions
<p>Learners should listen to the story of Moses and look at a picture of Moses receiving the Ten commandments from God. Learners should talk with their teacher about what they see in the picture. They should learn that this is a story in the Bible. They should discuss with their teacher the message expressed through the Ten commandments. They should discuss its significance for their lives today. They should think about the demand of God for love of Himself and Humanity.</p> <p>They should work together to devise a role play of the giving of the Ten Commandments.</p>		<ul style="list-style-type: none"> • What were the Ten Commandments? • Who gave the Ten commandment and to whom? • Where were the Ten Commandments given? • What were the message found in the Ten Commandments? • How useful is the Ten Commandments to us? • How can we apply the Ten Commandments in our daily life?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know what the Ten Commandments are, how they were given and where. • Explain the message in the Ten Commandments. 	<ul style="list-style-type: none"> • Discuss the importance of the Ten Commandments and how they can be applied in their daily life. 	<ul style="list-style-type: none"> • Apply the message of the Ten Commandments in their life. • Respect and value the Ten Commandments. • Show concern for the love of God and of thy neighbor.

Contribution to the competencies:

Critical thinking: The giving of the Ten Commandments to Moses on Mount Sinai.

Communication: Discussion and listening to others and valuing what they say.

Co-operation: Working together to create a role play.

Links to other subjects:

Cross-cutting

Peace education: Through role play.

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

The unit looks at how Moses received the Ten Commandments at Mount Sinai. It talks about obeying God and following His Commandments. It teaches people to obey leaders as they are chosen by God. It should guide the learners in obeying and following the school rules and regulations. A key part of the learning is the school head teacher or deputy head teacher to talk about the importance of being disciplined and following the school rules and respecting our parents or guardians back at home.

Using the Pupil's Book

Using Pupil's Book and pictures, they should be able to explain how Moses received the Ten Commandments, where he received the commandments, where the Commandments were written and who gave him the Ten Commandments.

They should also identify the Commandments and how to apply them in their daily activities.

Instruct the learners to work in pairs and groups. The activities are set out in the Learner's Book, but they will need your help to ensure they understand what to do and how to work together.

Put the learners in pairs and pick four or five pairs to form a group.

The pairs and groups should work together throughout the unit. The pairs should share what they have learnt in pairs and their respective groups. At times, you will be required to

select people to make presentations IN class. Make sure everyone has an opportunity to contribute and participate in their various groups. At the end of the unit, make sure everyone has understood.

The learner competencies

This unit presents many opportunities for critical and creative thinking: interpreting pictures and giving reasons and explanations; making up 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 that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking , active listening and full sentences are required.

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

Cross-cutting issues

The unit contributes to life skills (Talking about school rules and the Ten commandments) and peace education (Engaging in common activities that bring learners together such as discussion and group work).

Introduction

Read to the learners the important points of this unit before you start activity 1.

Have a general discussion in class about the school rules.

Do they know any of the school rules?

Activity 1: school rules (Refer to the Pupil's Book, page 52)

Ask the learners to look at the picture from the Pupil's Book.

Let them identify activities taking place in the picture.

Guide them to understand what is happening in the picture. Can they understand what is happening in the picture?

Let them discuss the importance of respecting school rules.

Have they understood? They should mention examples of school rules they know.

Can they tell any of the school rules? You can come up with class rules before introducing the school rules.

Let them understand how learners respect the class and school rules.

You can also explain to them the consequences of disobeying the class and school rules. At the end of the lesson, make sure everyone has understood the importance of respecting class and school rules.

Assessment opportunities

Observation

Observe the pairs discussing the class and school rules.

Conversation

Talk to the learners while discussing the answers.

Have they understood?

Product

Read the answers.

Activity 2: Moses and the Ten commandments (Refer to the Pupil's Book, page 54)

Ask the learners to look at the pictures in the Learner's Book and suggest what they can see.

We are looking at how Moses received the Ten Commandments at Mount Sinai.

Ask the learners to work in pairs to think about the Ten Commandments God gave to Moses at Mount Sinai. Ask them how they could record their thoughts (drawings, letters among others). Then ask them to draw a picture of Moses receiving the Ten Commandments.

Activity

Ask someone from each group to tell you the Ten Commandments. Write them on board.

Go from group to group until all the Commandments have been listed on the board, posters or wall charts.

Ask the learners to take turns in showing their drawings one after the other to the rest of the group to see. Make sure everyone has a turn!

Encourage clear answers, comments and questions about the drawings. At the end of the lesson, ask the learners to talk about the Ten Commandments to their parents or guardians when they go home. They should ask their parents or guardians to tell them the Ten Commandments in their own local language. Tell the learners that you expect them to share any conversations or information that they have explored at home.

Assessment opportunities

Observation

Observe the pairs discussing the Ten Commandments.

Can they remember the Ten Commandments?

Conservation

Talk to the learners while discussing the Ten Commandments.

Do they understand the Ten Commandments?

Product:

Look at the drawings on the two stone tablets.

Do they show the Ten Commandments?

(It does not matter how good the drawings are. This is not an Art lesson!)

Group work (Refer to the Pupil's Book, page 55)

There are two activities here. First some questions to answer about ways of obeying school rules and the role play about Moses receiving the Ten Commandments.

Guide the learners to discuss in pairs ways of obeying school rules.

Let the pair converge in their respective groups and compile a list of school rules they know.

Provide a manila paper for them to write on it examples of ways of obeying the school rules.

Let them take turns in showing what they have written. They should then discuss why they should obey the Ten Commandments of God.

Role play

Let the learners act a simple role play about Moses receiving the Ten Commandments at Mount Sinai.

Can they guess the role they are playing?

Select one group to present in class their role play.

Have they understood?

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

Assessment opportunities

Observation

Observe the pairs acting a role play.

Can they tell the role they are playing?

Conversation

Talk to the learners while discussing the answers.

Product:

Read the school rules they have given.

Teaching notes

- After crossing the Red sea, God gave Moses Ten Commandments at Mount Sinai.
- The Ten Commandments were to guide the Israelites in their life.

The Ten commandments (Exodus chapter 20 verses 1 to 17)

1. I am the Lord your God who brought you out of Egypt, where you were slaves. Worship no god but me.
2. Do not use My name for evil purposes, for I, the Lord your God, will punish anyone who misuses My name.
3. Observe the Sabbath and keep it holy. No one is to work-neither you, your children, your slaves, your animals, nor the foreigners who live in your country.
4. Respect your father and your mother, so that you may live a long time in the land that I am giving you.
5. Do not commit murder.
6. Do not commit adultery.
7. Do not steal.
8. Do not accuse anyone falsely.
9. Do not desire another man's house, wife, his slaves, cattle, donkeys, or anything he owns.

Check your progress (Refer to the Pupil's Book, page 59)

1. God
2. Sinai
3. Sabbath day
4. Father and mother

Religious Education Primary 2		Unit 6: The Fig Tree
Learn about		Key inquiry questions
<p>Learners should listen to the story about the fig tree, discuss it with their teacher and compare and contrast it to local stories. They should understand the significance of the fig tree. They should learn that it is a story told in the Bible and that it is important in Christian belief.</p> <p>They should draw a picture of Jesus and the fig tree. Some learners may be able to write a caption or a simple sentence about the story.</p> <p>They should work in groups to compile and write a list of the lessons learnt from the parable of the fig tree.</p> <p>They should work in groups to perform a role play about the parable of the coming of the Kingdom of God.</p>		<ul style="list-style-type: none"> • What is a fig tree? • What is a parable? • What is the message of the parable of the fig tree? • Why did Jesus cast the fig tree? • What is the significance of the fig tree?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know what a fig tree is and understand the meaning of a parable. • List the lessons learnt from the parable of the fig tree. • Tell why Jesus cast the fig tree • Know why the parable of the fig tree is important. 	<ul style="list-style-type: none"> • Comparing and contrasting the parable of the Fig Tree with local stories. 	<ul style="list-style-type: none"> • Appreciate and value the story of the parable of the fig tree as the message of God.

Contribution to the competencies:

Critical thinking: About the importance of the fig tree.

Communication: Discussing the parable and traditional stories.

Co-operation: Working together to devise a role play; listening to and valuing what others say.

Culture and heritage: Comparing and contrasting local stories with the parable of the fig.

Links to other subjects:

Cross-cutting

Peace education: Working in groups.

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 meaning of a parable and the meaning of the parable of the fig tree. They should identify the lessons they learn from the parable. They should come to realise that the parable was about faith.

Using the Pupil's Book

Learners are supposed to use the Learner's Book and pictures in this unit.

They should be guided to understand the meaning of a parable by introducing them to any local story about faith. Help them to understand the really meaning of the story and relate it to the story of a fig tree.

They should identify the similarities discovered in the two stories and compile a list of lessons learnt from the two stories.

Guide the learners to work in pairs and groups. The Learner's Book has a lot of activities; they will need help to understand how to handle them effectively.

The learners should be put in pairs and then form groups out of the pairs. A good group should comprise of four or five pairs. Maintain the same pairs and groups throughout the unit. Often the pairs will have to share what they have learnt in their respective groups before making a general presentation to the class. You can select someone from the groups to make presentations to the class.

Help groups to work effectively by ensuring that all learners in the group have a role to play and participate in discussions and presentation.

At the end of the lesson, the learners should understand the unit well.

The learner competencies

This unit presents many opportunities for critical and creative thinking: interpreting pictures and giving reasons and explanations; making up 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. The teacher should model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences are needed.

Cross-cutting issues

The unit contributes to life skills (Talking about the parable of the fig tree) and peace education (Engaging in common activities that bring learners together such as discussion and group work).

Introduction

Start with a local story about faith as an introduction to this unit and the introductory text before activity 1.

Have a general class discussion about what they know from the local story you have talked about.

Do they know the meaning of the story?

Activity 1: (Refer to the Pupil's Book, page 60)

Guide the learners to look at the picture in the Learner's Book. Let them identify the trees in the picture.

They should be able to find out fruits found in those trees.

Can they identify the fruits in the trees observed?

Let them write down the name of the fruits.

Ask the learners to mention other trees in their local environment that bears fruits.

Let them explain the uses of those fruits. You can select someone from the groups to make a presentation.

Do they know the meaning of the story?

Assessment opportunities

Observation

Observe the pairs identifying and naming the trees.

Conversation

Talk to the learners while discussing the answers.

Product

Read the answers.

Activity 2: (Refer to the Pupil's Book, page 62)

Ask the learners to look at the picture from the Learner's Book. Guide them to identify the difference between the two pictures.

Let them discuss in pairs what might have caused the difference between the two trees. This is an open discussion so there is no correct or wrong answer. Give them time to look at the pictures. Ask them to discuss these in pairs. What do they think caused the differences? What do these pictures tell us?

You can select someone from the groups to make a presentation to the class.

Assessment opportunities

Observation

Observe the pairs discussing.

Conversation

Talk to the learners while discussing the answers.

Product

Presentation of answers.

Group work (Refer to the Pupil's Book, page 64)

Learners should discuss in pairs why Jesus cursed a fig tree. Since this is an open discussion, there is no correct and wrong answer. Guide the pairs to discuss in groups and then write reasons they have discussed.

Let the groups make their presentations to the class. Guide the groups to work effectively by ensuring all learners in their group have a role and participate in discussions and presentation. At the end of the lesson, make sure everyone has understood.

Assessment opportunities

Observation

Observe the learners discussing the differences.

Have they understood?

Conversation

Talk to the learners while discussing the answers.

Product

Outcome of the discussions by the learners.

Activity 3: Jesus and The Fig (Refer to the Pupil's Book, page 61)

Ask the learners to draw Jesus looking at the fig tree.

Let them colour what they have drawn using crayons. Make sure everyone has a drawing.

Go-round from one group to another explaining to the learners.

Assessment opportunities

Observation

Observe the learners drawing Jesus looking at the fig tree.

Are they able to draw Jesus looking at the fig tree?

Conversation

Talk to the learners while drawing.

Do they really understand what they have drawn?

Product

Look at the drawings and display to the class.

Teaching notes

- Jesus thought his disciples using parables.
- A parable is a Biblical story with a hidden meaning.
- He thought his disciples the parable of the fig tree that had no fruits.
- He cursed the tree and the tree tried up.
- He compared the tree to the kingdom of God.