

Primary CRE

Teacher's Guide

4

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 4 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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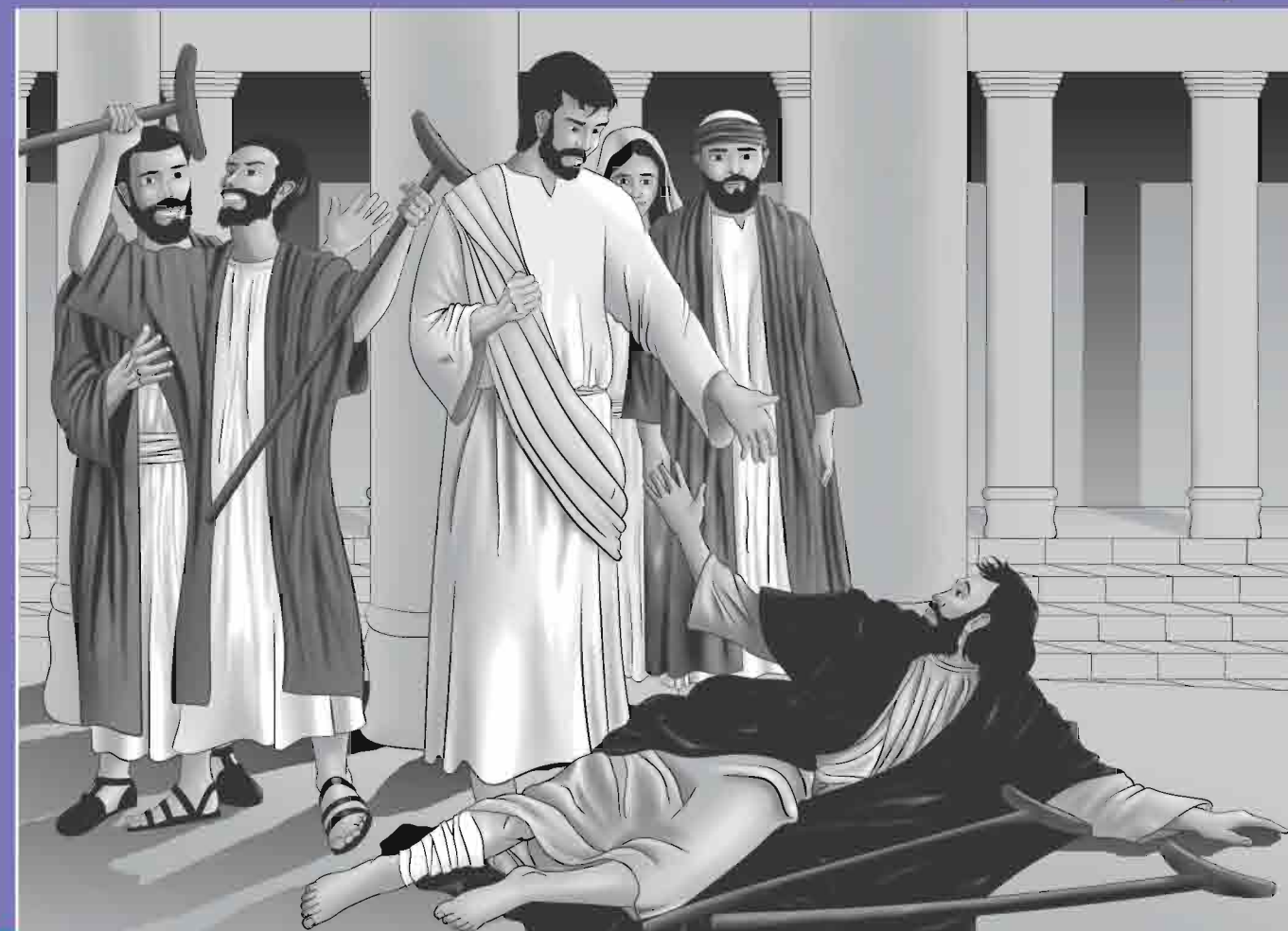


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CRE

Teacher's Guide

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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 pupil 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 pupil high quality to achieve learning.

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

This Teacher's Guide places the pupil at the centre of learning. It provides pathways for identifying and nurturing the talents and interests of pupil'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 pupils' Book provide learning outcomes in knowledge and understanding, values and national cohesion and their integration into the curriculum.

The teacher should nurture the pupil's potential through the learning pathways that are provided in this book. This is for the recognition of the pupil'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 Pupil'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 pupils' experiences and activities they do on a daily basis. These are accompanied by pictures that will motivate the pupils.

2. Sub-strands

These represent the skills; values and attitudes. It is through the skills that pupils apply their learning and engage in higher order thinking. Teacher's Guide ensures that they are functional. The pupils 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 pupil 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 pupils 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 pupil are:

- Communication and collaboration
- Co-operation
- Critical thinking and problem solving
- Culture and Heritage

6. Links to other subjects

It is important for pupils 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 pupils so that they are aware!

7. Learning activities

Learning activities are expected to engage pupils in an interactive learning process as much as possible (pupil-centred and participatory approach). They outline guidelines on how to facilitate the pupil'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 pupils in groups have been made in this Teacher's Guide. You are encouraged to group the pupils during all lessons. This is because it allows all pupils to participate and develop their communication skills.

However, bear in mind the special educational needs, gender balance, and the ability of the pupils. Ensure minimum movement when grouping the pupils 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 pupils.

- 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 pupils in an interactive learning process as much as possible (pupil-centered and participatory approach). There are suggestions of activities and written exercises for pupils. 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 pupils 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 pupils can see what you are 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 pupils.
- Encourages creative thinking.
- Develops skills in organisation of ideas.
- Keeps the class active and lively.
- Promotes interaction between the teacher and his or her pupils, among the pupils and with teaching aids.

When you ask a question to one of your pupils and the pupil gives a wrong answer, the teacher should not say 'no' or rebuke the pupil. This withdraws the pupil from further learning and concentration, because his or her answer was honest based on what he or she thought was right. Instead, follow the pupil's answer to detect any reason that led to his or her wrong answer. In this process will discover where the pupil 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 pupils to act out a dialogue in small groups and then demonstrate before the whole class. This method enables pupils to fully interact with one another and with you during the lesson.

(iv) Individual work

Individual work by pupils begins when you assign 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. You pose the topic for discussion and act as a resource person. Discussion educates and trains the pupils 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, pupils 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 pupils

Grouping pupils 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 pupils 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 pupils has several advantages such as;

- (a) The individual pupil's progress and needs can easily be observed.
- (b) The teacher-pupil 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) Pupils can learn from one another.
- (f) Cooperation among pupils can easily be developed.
- (g) Many pupils accept correction from the teacher more readily and without feeling humiliated when they are in a small group rather than the whole class.
- (h) Pupils' creativity, responsibility and leadership skills can easily be developed.
- (i) Pupils 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 pupils 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 pupils that a group must have. This again will be dictated by such factors as the task to be done, the materials, characteristics of pupils in your class, size and the space available. However, groups should on average have between four to five pupils. 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 pupils

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

Practical approach to problem solving

Pupils should seek answers to their questions and problems by finding out wherever possible.

- **Responsibility**

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

- **Cooperation**

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

- **Curiosity**

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

- **Self-confidence**

Pupils should have the will to attempt to solve a problem. The feeling of self-confidence can be strengthened in young pupils if they experience many small successes that win approval and encouragement from the teacher. The problems which pupils 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**

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

b) In teachers

- Engage pupils in a variety of learning activities.
- Apply appropriate teaching and assessment methods.
- Adjust instructions to the level of the pupil.
- 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

Religious Education Primary 4		Unit 1: Festivals
Learn about		Key inquiry questions
<p>Pupils should, with their teacher, explore the festivals whose origins can be found in the Bible (e.g. Christmas, Easter and Pentecost Sunday). They should discuss the importance of these festivals to Christian belief.</p> <p>They should look at the ways in which festivals are celebrated in other religions (e.g. Jewish culture; the Passover, Islamic Religion; Id Ramadhan, Al athiha al Mubarak) and compare them with Christian festivals. They should also look at non-religious festivals (e.g. National festivals, Independence day) and compare and contrast these with religious festivals.</p> <p>They should work in groups and choose a festival to dramatise for the class.</p> <p>They should choose a festival and write about it. They could draw a picture to illustrate their writing.</p>		<ul style="list-style-type: none"> • What is a festival? • What are the significant Christian festivals and how are they celebrated? • What is the importance of the festivals mentioned above to Christians today? • How do other faiths celebrate their important festivals? • What are the major differences between non-religious and religious festivals?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Explain the meaning of festivals and state the importance of Christmas, Easter and Pentecost. • Understand ways of celebrating faith festivals. • Know that some festivals are not based on a religious belief. 	<ul style="list-style-type: none"> • Discuss the process that leads to the Easter festival. • Compare and contrast Christian festivals with those of the Jewish and Islamic faiths. 	<ul style="list-style-type: none"> • Respect others' beliefs and the way in which they celebrate their festivals. • Respect and value festivals (e.g. Easter, Christmas and Pentecost).
Contribution to the competencies		
<p>Critical thinking: About how Jesus Christ was born, crucified, died and rose from death and why these events are celebrated</p> <p>Communication: Discussion and writing an account of a festival</p> <p>Co-operation: Working together; choosing and performing a festival for the class</p>		
Links to other subjects		
<p>Social studies: Study of non-religious festivals.</p>		

Assessment opportunities

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit looks at different festivals whose origin can be found in the Bible.

The unit will discuss various Christian festivals and their importance to a Christian faith. In addition, the pupils will identify how various Christian festivals are celebrated in their own faith and other religion. The pupils will link these festivals to other celebrations in their country.

Using the Pupil's Book

There are both words and pictures in the Pupil's Book, and your pupils will not yet be able to read all these words. So it is important to read them out to the pupils as you start each activity. This will model reading and will help their development. The pupils can copy you after you have read each phrase.

The different activities have a different colour and shape, so the pupils will soon associate them with the activity, and begin to recognise some of the words.

Do not expect them to be able to read these words yet. However, it is helpful to have some words around on posters or boards so that they get used to seeing them and become familiar with spellings.

The pupil competencies

This unit presents many opportunities for critical and creative thinking: reading and interpreting the Christian Festivals. Explanations, role playing and identifying these feasts and how they are celebrated.

Pupils are asked to work in pairs, groups and with the help of their parents or guardians. 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 four 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 to be addressed

The unit contributes to life skills (critical and creative thinking in understanding the Bible).

Peace Education (engaging pupils in activities and pair work to create unity).

Others include:

- Environmental awareness
- Gender balance
- Peace education
- Regional integration
- Life skills
- Religious tolerance
- Integration of people with special needs
- Good citizenship
- Child rights

Definition of a festival

Activity 1.1 (Refer to Pupil's Book page 1)

Ask pupils to look at the pictures on page 1 of the Pupil's Book and let them identify what they can see. Let them discuss the pictures in pairs. Ask individual pupils to identify the type of festivals as in the pictures.

Group work (Refer to the Pupil's Book page 2)

Arrange pupils in groups of five to research on the festivals celebrated in their community. Guide them as you as you move around the classroom. Let the group leader present their work to the class. Write the details on the board.

Arrange pupils in pairs and let them share experiences of the festival they have attended. Let them also explain why they attended the festivals. Let them share with the rest of the pairs.

Explain to pupils the meaning of a festival as on page 2 of the Pupil's Book. To encourage continuous learning, ask them to do the home work which is on page 2 of the Pupil's Book. This will involve parents and guardians to acquire more information. When they come back from home, check their homework.

Ask pupils to find and circle various festivals in the word search on page 3 of the Pupil's Book. Check the work done. Ensure that they find; CHRISTMAS, EASTER, INDEPENDENCE DAY, DIWALI, CIRCUMCISION, IDD FITRI, LAST SUPPER.

Guide the pupils to recite the poem which is on page 3 of the Pupil's Book. Ensure all pupils are participating so that they are able to understand the poem. This will help them to remember about festival.

Assessment Opportunities

Observation

Observe pupils discussing in pairs, groups and also as they do the activity on page 1 by looking at the pictures.

Can they identify the festivals in the pictures? That is a wedding ceremony, Christmas, naming ceremony and circumcision ceremony.

Conversation

Talk to the pupils while they are discussing about festivals in their community.

Do they understand what a festival is? Are they able to say what a festival is in their own understanding? Guide them to understand the meaning of a festival.

Product

Look at the presentation of their work in class. Are they able to name the festivals in

the picture; like Christmas, wedding, naming ceremony, circumcision ceremony?

Christian Festivals

Let the pupils understand the meaning of Christian festivals.

Time of special importance marked by Christians.

Activity 1.2 (Refer to the Pupil's Book, page 4)

Ask pupils to look at the pictures on **page 4** of the Pupil's Book and identify what they can see. Let them discuss the pictures in pairs. Ask individual pupil to suggest what he or she can see. Ask the pupils on how they celebrate these festivals in their community.

Let the pupils do group work which is on page 5 of the Pupil's Book. Let them discuss about Christians festivals celebrated in their church. The things carried out in the festivals they have identified and also let them write something about festivals. Give them homework on page 5 of the Pupil's Book to encourage continuous learning. Let them share their findings when they come back to ensure everybody participate and understand.

Activity 1.3 Pair work (Refer to the Pupil's Book, page 6)

Let pupils discuss how they celebrate Christmas feast in their home.

Let them share their experiences in class on how they prepare for it in their homes.

Guide them to do Activity 1.3 on page 6 of the Pupil's Book about Christmas. Let them look at the pictures with their friend and discuss what they see. Encourage some writing during the lesson.

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

Arrange pupils in groups of five. Provide each group with manilla paper and a felt pen. Let them design Christmas cards with different messages. Move around from group to group until they are done. Let them share what they have designed with other groups. Ask them the reason why we celebrate Christmas.

Ask pupils to observe at the manilla papers. Let them read the various messages

designed. Encourage proper pronunciation in individual reading.

Guide pupils in singing a Christmas song prominently sung during Christmas season (**Mary's Boy child Jesus Christ was born on Christmas day**).

At the end of the lesson, let the pupils talk of other celebrations they know. Pupils should seek more advice from their parents or guardians while at home. Each individual pupil should present to the class what they found out at home.

Guide the pupils to read a Bible story which is on page 7 of the Pupil's Book.

Interpret the story for them so that they understand. Let them do Activity 1.4 to see whether they have understood the story. Let them share what they have learnt. Guide them also to read the story of Nyarieng. Ask them what they have learnt from the story of Nyarieng by doing Activity 1.5. Encourage them to write a small story about Christmas and let them share with their friend. Join them in singing a song "Joy to the world the Lord has come" which is on page 9 of the Pupil's Book. Let them check their progress by doing the work on page 9. Suggest for them the right answers.

Assessment Opportunities

Observation

Observe the pupils as they discuss in pairs, groups and also in doing the activities.

Observe them as they sing to ensure they are all participating.

Can they identify the Christian festivals in the pictures?

Conversation

Talk to the pupils while they are discussing about Christian festivals in their church.

Do they understand these Christian festivals?

Product

Look at the presentation of their work in class. Look at the designed messages on the manilla papers. Look at Christian festivals the pupils have identified in Activity 1.2 page 4 of the Pupil's Book. Are they mentioning festivals like Easter, Christmas, Pentecost and Last supper?

Easter

This is the day that Christians celebrate the resurrection of Jesus.

Activity 1.6 (Refer to the Pupil's Book, page 9)

Ask pupils to look at the pictures on **page 9** of the Pupil's Book and let them identify what they can see. Let them discuss the pictures in pairs. Ask individual pupils to suggest what they can see. Ask pupils on how they celebrate Easter in their church.

Pair work (Refer to the Pupil's Book, page 10)

Organise pupils in pairs. Let them discuss the reasons for celebrating Easter.

Let them share their experiences in class on how they prepare for Easter in their church.

Group work (Refer to the Pupil's Book, page 10)

Organise pupils in groups of five. Provide each group with a manilla paper and a felt pen. Let them design Easter cards with different messages. Guide them until they make the cards. Let them stand in front of the class with the cards. Guide them to make a song out of it.

Ask the pupils to observe the cards. Let them read the various messages designed. Encourage proper pronunciation in individual reading.

Guide the pupils in singing Easter song on page 11 of the Pupil's Book.

Assessment Opportunities

Observation

Observe pupils discussing in pairs. Observe them also discussing in groups and doing Activity 1.6 of the Pupil's Book.

Ensure that everyone is participating.

Can they identify the festivals in the pictures? Like Jesus on the cross and the tomb.

Conversation

Talk to the pupils while they are discussing about Easter in their church.

Do they understand what Easter entails? Do they explain well the meaning of

Easter?

Product

Look at the presentation of their work in class.

Look at the designed messages on the manilla papers.

Pentecost

This is a day that reminds Christians about the coming of the Holy Spirit.

Activity 1.7 (Refer to the Pupil's Book, page 12)

Ask the pupils to look at the pictures on **page 12** of the Pupil's Book and let them identify what they can see. Let them discuss the pictures in pairs.

Ask individual pupils to suggest what they can see. Ensure they are able to identify pictures well i.e Pentecost and Peter preaching.

Pair work (Refer to the Pupil's Book, page 12)

Organise the pupils in pairs. Let them discuss what Pentecost is and how they celebrate it in their church.

Let them share their experiences in class.

Arrange pupils in groups of ten pupils. Let them discuss the importance of Pentecost to a Christian faith.

Write notes on the board.

Activity 1.8 (Refer to the Pupil's Book, page 12)

Guide pupils to read Acts 2:1-31. Ask pupils to tell each other what they have learnt from the verse. Encourage them to write a short story about pentecost according to what they have learnt and share with the rest of the members in class.

Let them dramatise Peter's message on the Day of Pentecost.

Help them to sing the choruses "fire, fire, fire, fire fall on me" on page 15 of the Pupil's Book. Let them do Activity 1.9 relating pentecost to their own life.

At the end of the lesson, let the pupils talk of the period between Easter and

Pentecost. Pupils should seek more advice from their parents or guardians while at home. Each individual pupil should present to the class what they found out at home.

Assessment Opportunities

Observation

Observe pupils discussing in pairs. Ensure they identify the picture well.

Can they identify what is in the pictures? For example, Peter preaching and fire falling on the disciples who are praying.

Conversation

Talk to the pupils while they are discussing about Pentecost in their church and how they prepare for it.

Do they understand what Pentecost is? Read for them the meaning of Pentecost and converse with them to ensure they understand.

Product

Look at them dramatising of Peter's message on the Day of Pentecost. Are they able to convey the message?

Guide them to understand the message.

Importance of Christmas, Easter and Pentecost to Christians today

Activity 1.9 (Refer to the Pupil's Book, page 15)

Nature walk

Guide the pupils during a nature walk as the class visits a nearby church if there is. The prerequisite and the objectives of the visit should be stated. Pupils should have been briefed on the intended talk from the priest or pastor. The questions to be asked should have been discussed in the class.

Organise the pupils to sit calmly and maintain a strict discipline as they listen to the talk.

Appropriate questions should be asked and responded to.

Pupils should take notes. At the end of the talk, ask pupils to tell you what they have learnt about Christmas, Easter and Pentecost. Let them share what they have learnt in class.

At the end of the lesson, let pupils talk about Christian festivals like Christmas, Easter and Pentecost. Pupils should seek more information from their parents or guardians while at home.

Each individual pupil should present to the class what they found out at home.

Assessment Opportunities

Observation

Observe pupils listening and asking questions during the visit to the priest or pastor.

Observe pupils discussing in pairs and doing the group work. Are they able to identify the importance of Christmas, Easter and Pentecost especially during the pair work and group work they are doing?

Can they communicate?

Conversation

Talk to the pupils while they are discussing in pairs and groups.

Do they understand the importance of these Christian festivals?

Product

Look at their presentations in class.

Guide them to understand the importance of Christian festivals to a Christian.

Ways in which festivals are celebrated in other religions

Activity 2.0 (Refer to the Pupil's Book, page 16)

Ask the pupils to look at the pictures on **page 16** of the Pupil's Book and let them identify what they can see. Pupils should discuss the pictures in pairs. Ask individual pupils to suggest what he or she can see. Let them also tell each other what is happening in each picture.

Guide pupils in identifying religions as shown in the pictures. For example, Passover and Muslims eating together.

Group work (Refer to the Pupil's Book, page 17)

Arrange pupils in groups of four. Let them research on how other religions celebrate their festivals. Let them present their findings in class.

Write notes on the board. Ensure that pupils write things observed in their findings.

Time to read the Bible

Guide the pupils to read Exodus 12:1-31 on page 18 of the Pupil's Book. Ask pupils to narrate the story in the readings and share with the friend. Let them also talk about what they have learnt.

Guide pupils to identify the religious feast in the readings.

At the end of the lesson, let pupils talk of the Passover feast as in the book of Exodus chapter 12.

Ask pupils to identify feasts in other religions. Islamic religious festivals are Idd-Al-Fitr, Eid al-Adha and Ramadhan. They should discuss the importance of these festivals in the Islamic religion. In Buddhism religion, we have Tomb Sweeping Festival in China and Colours Day Festival in India.

Assessment Opportunities

Observation

Observe pupils discussing in pairs, groups and in doing the activity.

Can they identify what is in the pictures? For example, Passover, Muslims eating together and Muslims praying.

Conversation

Talk to the pupils while they are discussing ways in which festivals are celebrated in other religions.

Do they understand ways in which other religions celebrate their festivals? For example Muslims eating together.

Product

Look at the narration on the Passover feast.

Look on how they identify Muslims eating together and praying.

Guide them to understand the message.

Non-Religious Festivals

These are celebrations that are not related to any religious faith.

Activity 2.1 (Refer to the Pupil's Book, page 20)

Ask the pupils to look at the pictures on page 20 and let them identify what they can see. Let them discuss what they have seen in the pictures in pairs. Ask individual pupils to suggest what she or he can see. Ask pupils to name the importance of non-religious festivals in South Sudan by use of pictures. For example Independence day, New year, SPLA, Labour day.

Pair work (Refer to the Pupil's Book, page 20)

Organise the pupils in pairs. Let them tell each other how they celebrate New year and Independence day in their country.

Guide them to write a small essay or story about non-religious festivals in their country.

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

Arrange the pupils in groups of five. Provide each group with a manilla paper and a felt pen. Let them discuss how Labour day and SPLA day is celebrated in South Sudan. Guide them to look at the pictures on page 20 of the Pupil's Book. Let them share in class what they have discussed.

Guide the pupils to identify the festivals. Encourage proper pronunciation in individual reading.

Guide pupils in discussing the importance of secular festivals to the Republic of South Sudan.

Ask pupils to get more explanations on non-religious festivals from their parents or guardians while at home to encourage continuous learning. Let them share in class. They can also dramatise a Christmas festival by decorating their class.

Assessment Opportunities

Observation

Observe pupils discussing the pictures in pairs and also discussing in groups.

Can they identify the non-religious festivals in the pictures? That is INDEPENDENCE DAY, NEW YEAR, SPLA DAY, LABOUR DAY.

Conversation

Talk to the pupils while they are discussing about non-religious festivals celebrated in their country.

Do they understand the meaning of these non-religious festivals? Guide them to understand the meaning of each festival.

Product

Look at the presentation of their work in clas about non-religious festivals celebrated in thier country. Are they able to identify each non-religious festivals?

Answers to check your progress on page 22 of the Pupil's Book

1. A day set aside for celebration.
2. Christmas, wedding, circumcision, naming ceremony.
3. Christmas, Easter, Pentecost, Independence Day.
4. Tell the pupils the importance of the above festivals.
5.
 - a) 25th December
 - b) Every year

- c) 50 days after Jesus' resurrection
 - d) 9th July
 - e) The teacher to give the answer
 - f) 1st January
6. Non-religious-Not related to any religious faith
- Religious festivals-Time set a side specifically to be celebrated by Christians.

Religious Education Primary 4		Unit 2: The Torah	
Learn about		Key inquiry questions	
<p>Pupils should, with their teacher, explore the first five books of the Bible. They should research the writers. They should understand the meaning of the Torah and learn that the Torah is the most important document and central to Judaism. They should discuss the importance of the Torah in relation to religious beliefs.</p> <p>Pupils should work together to choose and dramatise a story from the Torah.</p>		<ul style="list-style-type: none"> • What is the Torah and who wrote the Torah? • What are the books found in Torah? • How important is the Torah in relation to religious beliefs? • What are the things found in the Torah and in our environment? 	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none"> • Know the Torah as a book of law and name the books of law. • State the writer of Torah. • Explain the things found in the Torah and in our environment. 	<ul style="list-style-type: none"> • Research the writers of the Torah. • Discuss the importance of the Torah to the Jewish and to the Christian faith today. 	<ul style="list-style-type: none"> • Respect others' beliefs and the way in which they celebrate their festivals. • Respect and value festivals (e.g. Easter, Christmas and Pentecost). 	
Contribution to the competencies			
<p>Critical thinking: About the Torah stories, for instance, the deliverance of Israel from Egypt.</p> <p>Communication: Working together to choose and dramatise a story from the Torah</p>			
Links to other subjects			
<p>Social Studies: Study of non-religious festivals</p>			

Assessment opportunities

Opportunities for all the three forms of assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit looks at the Torah. Pupils will define the Torah as books of law and name the books of law. Pupils will name the writer of the Torah and explain the importance of the Torah to the Jewish and Christian faith today. Furthermore, the unit explains the meaning of Torah and how it relates to our environment.

Using the Pupil's Book

There are both words and pictures in the Pupil's Book, and your pupils will not yet be able to read all these words. So it is important that you read them out to the pupils as you start each activity.

That way you will be 'modeling' reading and will help their development. The pupils can copy you after you have read each phrase.

Different activities have different colours and shapes, so the pupils will soon associate them with the activity, and begin to recognise some of the words.

Do not expect them to be able to read these words yet. It is helpful to have some words around on posters or boards so that they get used to seeing them and become familiar with spellings.

The pupil competencies

This unit presents many opportunities for critical and creative thinking: reading and interpreting, explanations, role playing and identifying the first five books in the Bible.

Pupils are asked to work in pairs, groups and with the help of their parent or guardian. 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 4 that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences are required.

Cross-cutting issues to be addressed

- Environmental awareness
- Gender balance
- Peace education
- Regional integration
- Life skills
- Religious tolerance
- Integration of people with special needs
- Good citizenship
- Child rights

Definition of the Torah and books of the Torah

The Torah refers to the first five books in the Bible. It is also referred to as the Books of law or Books of Moses.

Introduce the lesson by asking the pupils to name the books found in the Bible. Let them count the books in the Old Testament and the New Testament.

Activity 2.2 (Refer to the Pupil's Book, page 24)

Ask them to write in their exercise books the first books of the Bible.

Expected answer

Genesis

Exodus

Leviticus

Numbers

Deuteronomy

In groups, ask them to find out who wrote the first five books of the Bible.

Expected answer

Moses

Let them define what the Torah is and guide them to understand that the first five books of the Bible are also referred to as Law Books and were written by Moses.

Let them read the first five books in turns for them to understand the Torah. Ask pupils to name them in their books by writing them.

Pair work

Ask the pupils to look at the first five books of the Bible in pairs. Let them talk about what each book contains. Arrange the pupils into five groups and assign each group one book of the Torah. Let them discuss what it contains.

Group work

Let each group read their book, discuss and write the importance of each book of Torah. Let the pupils present their findings in class.

Ask pupils to identify what each book talks about. For example, Genesis has the story of Creation and Exodus contains the Ten Commandments. In groups, ask the pupils to design posters showing the books of Torah and their importance.

Assessment Opportunities

Observation

Observe pupils discussing in pairs about the Torah. Are they able to define Torah as the first five books of the Bible? That is Genesis, Exodus, Leviticus, Numbers, and Deuteronomy .

Conversation

Talk to the pupils while they are discussing about the Torah. Do they understand what each book contains? For example, Genesis talks about the story of Creation. Exodus talks about the story of Moses and the Israelites.

Product

Look at the presentation of their work in class. The way they are doing the activities, pair work, and also the group work. Are they able to do the work well?

Importance of the Torah in relation to religious beliefs

Activity 2.3 (Refer to the Pupil's Book, page 30)

Let the pupils read Exodus 20:1-17 in class with you. Ask them to write the Ten Commandments from the verse they have read. Ensure they write correct answers about the commandments as in the verse.

Ask the pupils to read the story of Moses and the Ten Commandments. Help them understand that the Torah is important because:

It contains the Ten Commandments that regulate the relationship between God and that with fellow human beings. It contains the creation story of the world and all things in the universe.

It contains events and incidents that helped to shape the life and religious experience of the Israelites. It contains moral, civil and religious laws given to the Israelites by God to guide their lives.

It describes the journey of the Israelites from Egypt to the promised land. It contains regulations used for worship and religious ceremonies in Israel. These were for priests who were responsible of carrying out the instructions.

It contains the first census that took place in Israel. It contains laws that governed the Israelites in the promised land.

Pair work (Refer to the Pupil's Book, page 31)

Ask the pupils to read aloud obey their parents at home. Let them also read the Ten Commandments that they have written. Let the pupils tell you how they obey teachers. For example, running when called by the teacher, doing homework etc. Let each group read their book, discuss and write what is found in the book of Torah. Let the pupils present their findings in class.

They can also share their findings with the rest of the groups. Then after sharing and comparing their findings, select one member from each group to present their work in class.

Assessment Opportunities

Observation

Observe pupils discussing about the importance of the Torah in relation to the religious beliefs.

Can they understand the importance?

Before you give them the importance can they identify any importance?

Conversation

Talk to the pupils while they are discussing in pairs, groups and also in doing the activities.

Are they able to mention some? Give them the importance and let them discuss in order for them to understand.

Product

Look at the presentation of their work in class. Can they mention any importance? What of the activities, pair work and group work. Are they able to do them correctly?

Things found in the Torah and the environment

Activity 2.4 (Refer to the Pupil's Book, page 32)

Nature walk

Ask the pupils to go outside and look at the environment. Let them write what they have seen when they get back to class. Ask the pupils to read the school rules. Guide them to compare the school rules to the Ten Commandments found in the Torah. Let them also look at the pictures on page 32 of the Pupil's Book and say what they see. They should write what they have seen and share with their friends.

Pair work (Refer to the Pupil's Book, page 33)

Ask the pupils to write things found in the Torah and in our environment. Have a look at what they have written. Let them share what they have with the rest of the pairs.

Group work (Refer to the Pupil's Book, page 33)

Organise pupils to discuss how things found in the Torah are related to things found in the environment. Help them to generate a table to show the difference.

Time to read the Bible

Guide pupils to read Genesis chapters 1 and 2. Interpret the verse to the pupils. Ask them what they have learnt.

Assessment Opportunities

Observation

Observe pupils going for nature walk.

Can they observe the creation? Things like plants and animals.

Conversation

Talk to the pupils while they are discussing about things found in the Torah and on the environment.

Can they identify what God created? Things like plants, animals, sun, stars, moon and many more.

Product

Look at the presentation of their work in class.

Answers to check your progress on page 34 of the Pupil's Book

1. Torah refers to the first five books of the Old Testament.
2.
 - (a) Genesis
 - (b) Exodus
 - (c) Leviticus
 - (d) Numbers
 - (e) Deuteronomy
3. It contains the Ten Commandments. It contains the first census that took place in Israel. It contains laws that governed the Israelites in the promised land. It contains regulations used for worship and religious ceremonies in Israel. It contains the Creation story.
4. The teacher to explain the importance of Torah as learnt in class.

unit 3

THE CORE VIRTUES FROM THE Bible

Religious Education Primary 4		Unit 3: The core virtues from the Bible	
Learn about		Key inquiry questions	
<p>Pupils should, with their teacher, explore the Core Virtues found in the Bible (e.g. Faith, Obedience, Forgiveness, Hope and Patience). They should know why the core virtues found in the Bible are important to Christians.</p> <p>They should discuss the challenges to the Core Values that the modern world brings and suggest ways in which they can be overcome.</p>		<ul style="list-style-type: none"> • What are the virtues found in the Bible and how can they be defined? • How important are the core virtues to Christian belief and to humankind? • How can we today practise the Core Virtues found in the Bible? 	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none"> • Know and explain the Core Virtues in the Bible • Discuss the importance of the Core Virtues to Christian beliefs 	<ul style="list-style-type: none"> • Discuss the challenges to the Core Virtues that the modern world brings and suggest how they can be overcome 	<ul style="list-style-type: none"> • Demonstrate the practice of the Core Virtues in their daily life • Appreciate and value the Core Virtues found in the Bible 	
Contribution to the competencies			
Critical thinking: About how the core virtues in the Bible can be practised in today's society.			
Co-operation: Listening to others in when discussing the core values.			
Links to other subjects			
Social Studies: Study of non-religious festivals.			

Assessment opportunities

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit looks at core virtues from the Bible. The unit will discuss various Christian virtues and their importance. In addition, the unit will explain today Christian practice of the Core Virtues found in the Bible. Pupils will discuss the challenges to the Core Virtues that the modern world brings and suggest how they can be overcome.

Using the Pupil's Book

There are both words and pictures in the textbook, and your pupils will not yet be able to read all these words. So it is important that you read them out to the pupils as you start each activity. That way you will be 'modelling' reading and will help their development. The pupils can copy you after you have read each phrase.

The different activities all have a different colour and shape, so the pupils will soon associate them with the activity, and begin to recognise some of the words.

Do not expect them to be able to read these words yet. However, it is helpful to have some words around on posters or boards so that they get used to seeing them and become familiar with spellings.

The pupil competencies

This unit presents many opportunities for critical and creative thinking: reading and interpreting the core virtues. Explanations, role playing and identifying core virtues and how they should be manifested.

Pupils are asked to work in pairs, groups and with the help of their parent or guardian.

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 4 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

- Environmental awareness
- Gender balance
- Peace education
- Regional integration
- Life skills
- Religious tolerance
- Integration of people with special needs
- Good citizenship
- Child right

Core virtues found in the Bible

Information to the teacher

Introduce the lesson using Activity 3.1 on page 35 of the Pupil's Book. Let the pupils look at the pictures and write what is happening in each picture.

Expected answers

1. People praying.
2. Children sweeping school compound.
3. Children helping their mother by cleaning the house, washing utensils.
4. Children with buckets ready to go and fetch water, they are listening instructions being given to them.

In pairs, ask the pupils to write good behaviours they know. Brainstorm in class all

the good morals every pupil is expected to have. This will help them understand the term 'core virtues.'

Ask them to discuss in groups the meaning of core virtues. Let the pupils share experiences in pairs of what they know about faith, obedience, forgiveness, hope and patience. Let the pupils identify verses that talk about the core virtues found in the Bible.

Give them time to recite the verses and memorise them. Ask the pupils to compose poems and sing songs that are related to the core virtues found in the Bible.

Pair work (Refer to the Pupil's Book, page 36)

Using pictures and charts, guide the pupils in answering the questions in the introduction activity. Let them write in pairs the good morals they know. This will introduce them to the core virtues.

Information to the teacher

Ask the pupils to discuss how they show obedience to their parents, teachers and elders. Let them discuss the meaning of core virtues in pairs.

Arrange the pupils in small groups to discuss the core virtues found in the Bible. In groups, ask them to identify people who are associated with virtues found in the Bible. For example, Abraham is known as the father of faith.

Let every group report to the entire class their findings. Avail pictures photographs or charts showing different core virtues.

Source for relevant videos showing different core virtues (faith, obedience, forgiveness, hope and patience). Organise the pupils to watch and talk about what they have watched.

Let the pupils sing songs and compose poems that talk about different core virtues. The findings should be written.

Read the Bible story which is on page 36 of the Pupil's Book to the pupils. Interpret for them the Bible story. Ask them what they have learnt from the Bible story. They should tell you things to do with obeying their parents, teachers and their elders.

Assessment Opportunities

Observation

Observe pupils discussing in pairs, groups and also doing the activity.

Can they identify the core virtues?

Conversation

Talk to the pupils while they are discussing about Christian virtues.

Do they understand manifestation of these virtues?

Product

Look at the presentation of their work in class.

Are they able to identify the core virtues and write them? That is obedience, hope, forgiveness, faith, patience etc.

Importance of Christian virtues

Information to the teacher

Review the previous lesson briefly by asking pupils to name Christian virtues. Ask them to name the people who are associated with specific Christian virtues in the Bible. For example, Abraham is associated with faith.

Let pupils work on the Activity 3.2 on page 38 of the Pupil's Book and present their findings in class.

In groups, ask the pupils to write what they know about faith, obedience, forgiveness, hope and patience. Faith is the act of having total trust in someone or something. Obedience is the act of willing to do something that you have been told to do by somebody in authority.

Ask the pupils to work on the Activity 3.3 on page 38 of the Pupil's Book in groups. Let them read the story of Abraham in Genesis chapter 12:1- 22. Let them identify Abraham's acts of faith. Ask the pupils to explain why Abraham is known as the father of faith.

Let them identify other people who showed faith in God. Ask them to read the story of Job (Job 1 to 42) and Stephen (Acts 6 and 7).

Ask the pupils to discuss the importance of faith in God in groups and present

their findings.

Let the pupils work on Activity 3.4 on page 41 of the Pupil's Book. In pairs, ask the pupils to define obedience and discuss how they show obedience to God, parents, teachers and the elders. In pairs, ask the pupils to explain the importance of obedience. Obedience is an act of willing to do something that you have been told by someone in authority.

Using the story of Moses, guide pupils to understand the meaning of obedience and its importance. Let them identify other people who showed obedience in the Bible. Like Abraham, obey God to sacrifice his only son.

In pairs, ask the pupils to work on the Activity 3.5 on page 43 of the Pupil's Book. Let the pupils look at the pictures and write what is happening in each picture.

Expected answers

1. Adam and eve in the Garden of Eden.
2. Serpent talking to Adam and eve.
3. Adam and Eve eating the forbidden fruit.
4. Adam and Eve covering themselves with leaves.

In pairs, ask the pupils share experiences of when they have forgiven others and why it is important to forgive others.

Information to the teacher

Ask the pupils to read the story of Adam and Eve in Genesis chapter 3. Guide them to understand that God forgave Adam and Eve after eating the forbidden fruit. He also gave man a second chance.

He sent His only son to die for our sins. Let pupils read the story of trial and death of Jesus to enhance their understanding about forgiveness.

To further their understanding on forgiveness, ask the pupils to read the story of Joseph in Genesis. Ask the pupils to identify what Jesus, Paul and John taught about forgiveness. In groups, let the pupils define what forgiveness is and explain its importance to Christians. Let them identify Bible verses that talk about forgiveness and recite them. (Matthew 6:14-15). Read for them the story of Garang and the watch on page 44 of the Pupil's Book. Ask them what they have learnt from the story.

Guide the pupils in role playing the story of Joseph and his brothers in Egypt. Ensure that pupils appreciate the importance of forgiveness by asking them to compose poems on forgiveness and reciting the Lord's Prayer.

Guide pupils to read the story of Garang and the watch. Let them role play the story of Garang then after that, they recite (matthew 6:14-15) as in the activity 3.6 on page 45. Read with them (Matthew 18:21-35) as in the activity 3.7 page 46. Ask them to share what they read. They should explain how forgiveness relates to their life and also explain the importance of forgiveness in their own understanding.

Information to the teacher

To teach **hope**, ask the pupils to read Romans 8:24-25, 31, Peter 3:3-5 and 1 Thessalonians 4: 16- 18 as in the activity 3.8 on page 47 of the Pupil's Book. Ask them to write what each verse talks about.

Let them identify Bible verses that talk about hope and recite them.

In pairs, ask the pupils to define hope from the verses they have identified.

Help the pupils understand that hope is a feeling of expectation and desire for a particular thing to happen, a firm assurance regarding things that are unclear and unknown.

In groups, ask the pupils to discuss the importance of hope to Christians.

Guide them to read the Bible story on page 49 of the Pupil's Book about Hannah. The story will help them understand the meaning of patience. Let them apply the story of Hannah to their daily lives.

Assessment Opportunities

Observation

Observe pupils discussing in pairs about the core virtues.

Do they know importance of Christian virtues?

Conversation

Talk to the pupils while they are discussing Christian virtues.

Do they relate Christian virtues to their importance? Do they relate to their own life experience? Are they able to explain the meaning of a virtue and Christian virtues.

Product

Look at the explanations given to the identified core virtues. A **virtue** is good behaviour or character in a person. Can they define it.

Answers to check your progress on page 47 Pupil's Book

1. Forgive
2. Ask for forgiveness
3. Sad
4. Listen to different answers on the meaning of forgiveness

How Christians practice the virtues found in the Bible and the challenges to the virtues and their solutions

Activity 3.9 (Refer to the Pupil's Book, page 51)

Let the pupils look at the pictures on page 51 and write what is happening in each picture.

Expected answers

1. People praying before eating.
2. Donating items to the needy.
3. A priest or pastor baptising a child.
4. Pastor and believers praying.

In groups, ask the pupils to discuss how faith, obedience, hope, patience and forgiveness are practised today.

Ask them to discuss in groups challenges to Christian virtues that we face today. Let them discuss in groups the solutions to the challenges to Christian virtues (faith, obedience, forgiveness, hope and patience).

Let the pupils identify verses that talk about the challenges and solutions to core virtues found in the Bible. Give them time to recite the verses and memorise them.

Ask the pupils to compose poems and sing songs that are related to overcoming challenges to core virtues found in the Bible.

Let pupils study the pictures in activity 3.9.1 on page 53 of the Pupil's Book and explain what is happening in each picture.

Let them write in pairs how they practice the core virtues found in the Bible today. Ask them to compare and contrast the two pictures.

Pupils to discuss in groups how Christians practice the core virtues found in the Bible today. Let the pupils discuss in groups the challenges Christians face when practicing the core virtues found in the Bible.

Arrange the pupils in pairs to discuss the solutions to the challenges to core virtues found in the Bible.

Ask the pupils to read the story in the activity 3.9.2 on page 55 of the Pupil's Book. In groups, let them identify problems that people of Bor village face. How does worry hinder Christians from overcoming challenges? They should also read 1 Corinthians chapter 10:13 and use it to explain how people of Bor village got a solution from God.

In groups, let the pupils do activity 3.9.3 on page 57 of the Pupil's Book.

Guide the pupils to generate a table showing the challenges Christians face when practicing the core virtues found in the Bible and their solutions. Let every group report to the entire class their findings.

Avail pictures, photographs or charts showing different challenges to core virtues. Source for relevant videos showing challenges to core virtues (faith, obedience, forgiveness, hope and patience) and their solutions. Organise the pupils to watch and talk about what they have watched.

Let the pupils sing songs and compose poems that talk about challenges and solutions to Christian virtues. The findings should be written and reported back to class. You can help them to generate the following poem.

Love, love, love,
Love is a good virtue,
We are taught to love all people,
Love is a good virtue.
Kindness, kindness, kindness,
Kindness is a good virtue,
We are taught to be kind to everyone,

Kindness is a good virtue.

Forgiveness, forgiveness, forgiveness,

Forgiveness is a good virtue,

We are taught to forgive others so that we are forgiven,

Forgiveness is a good virtue.

Ask them to compose a poem using faith, obedience and patience.

Assessment Opportunities

Observation

Observe pupils discussing in pairs.

Can they practice Christian virtues? Can they explain what a virtue is?

Conversation

Talk to the pupils while they are discussing Christian virtues.

Can they identify challenges for core virtues? Are they able to relate to their own life?

Product

Check on the solutions given to the challenges.

Read for them the solutions given in the Pupil's Book and explain to them. Look at the solutions that they have discussed in groups. Are they relevant?

Religious Education Primary 4		Unit 4: The Disciples	
Learn about		Key inquiry questions	
<p>Pupils should explore the meaning of the word 'disciples' and the role of the disciples in the Bible. They should learn about the activities carried out by the disciples in early Christian society by reading and discussing with the teacher some passages from the Bible. They should reflect on the lessons that can be learnt from the disciples, according to the Bible teachings. Relate the disciples' activities in the early Christian society to Christians today.</p> <p>They should work together in groups to choose and perform a drama on the work of the disciples (e.g. preaching, visiting the sick). They should explain their choice.</p>		<ul style="list-style-type: none"> • Who were the disciples? • What are the roles of the disciples? • What activities were carried out by the disciples in the early Church? • How does the work of the disciples in the early Church compare and contrast with work in the Church today? • What lesson can you learn from the work of the disciples? 	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none"> • Know who the disciples were. • Explain the roles played by the disciples in the early Church and in the Church today. 	<ul style="list-style-type: none"> • Discuss the lessons learnt from the disciples and how that can be applied today. 	<ul style="list-style-type: none"> • Appreciate the Christian belief in the work of disciple in participating in the work of building the kingdom of God on earth. • Value and respect the activities of preachers and those who visit and care for the sick /needy. 	
Contribution to the competencies			
<p>Critical thinking: About the kind activities of the disciples engaged in (e.g. their visits to the sick and preaching); when choosing a drama scenario.</p> <p>Communication: Through discussion</p> <p>Co-operation: Discussion on the process of the drama performance.</p>			
Links to other subjects			
Social Studies: Study of non-religious festivals			

Assessment opportunities

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit looks at the definition of the word 'disciple'. It also explains the roles of the disciples and describe the activities carried out by disciples in the early church.

Moreover, it compares and contrasts the work of the disciples in the early church and in the church today.

It discusses the lessons learnt from the disciples and how it can be applied today.

Using the Pupil's Book

There are both words and pictures in the Pupil's Book and your pupils will not yet be able to read all of them. It important that you read them out to the pupils as you start each activity. You will be able to model reading and will help their development. The pupils can copy you after you have read each phrase.

Different activities have different colours and shapes, so the pupils will soon associate them with the activity, and begin to recognise some of the words.

Do not expect them to be able to read these words yet. However, it is helpful to have some words around on posters or boards so that they get used to seeing them and become familiar with spellings.

The pupil competencies

This unit presents many opportunities for critical and creative thinking: reading and interpreting the disciples. Explanations, role playing and identifying the disciples and their roles from the Bible.

Pupils are asked to work in pairs, groups with the help of their parent or guardian. 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 4 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 to be addressed

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

Definition of a disciple and the roles carried out by disciples

By the end of this sub-unit, pupils should be able to explain the meaning of a disciple and describe the roles of the disciples of Jesus. A **disciple** is a follower.

Pair work (Refer to the Pupil's Book, page 58)

In pairs, ask the pupils to write the disciples of Jesus. Let them discuss in groups the definition of a disciple. Ask the pupils to read Luke chapter 6: 12-16 of the Pupil's Book as in the **activity 4.1**. Let them role-play the call of the first disciples. Let the pupils read Matthew chapter 10: 5-10 as in the activity 4.3 on page 61 of the Pupil's Book.

Let pupils discuss why Jesus chose the twelve disciples. Let them read the book of Luke and identify all the activities carried out by the disciples of Jesus. Ask the pupils to role-play the feeding of the five thousand people. Ask them to design posters showing disciples of Jesus. They can stand in front of the class with the posters for the rest of the class to see.

Activity 4.2 (Refer to the Pupil's Book, page 60)

Using pictures and charts, guide the pupils in answering the questions in the introduction activity 4.2. They should be able to tell you the following answers: **disciples distributing food to people where Jesus is feeding the 5000 thousand. Disciples healing the lame person at the beautiful gate. Disciples preaching, disciples praying.** Let the pupils write down the disciples of Jesus in pairs.

Set the pupils in small groups to discuss the meaning of a disciple and the roles carried out by the disciples of Jesus.

Let every group report to the entire class their findings.

Avail pictures, photographs or charts showing Jesus and his disciples. Source for relevant videos showing the choosing of the twelve disciples. Organise the pupils to watch and talk about what they have watched.

Let the pupils read the four Gospel Books and identify the roles of the disciples. Let the pupils sing songs related to the choosing of the twelve disciples and their roles. Guide the pupils to role-play the choosing of the twelve disciples.

Assessment Opportunities

Observation

Observe pupils discussing in pairs and also in groups about disciples.

Can they explain who a disciple is?

Conversation

Talk to the pupils while they are discussing about the disciple.

Do they identify the roles of the disciple? Are they able to relate it to their own life?

Product

Look at the pupils working in groups and pairs. Do they show different work?

Activities carried out by disciples in the early church

By the end of this sub-topic, pupils should be able to describe the activities carried out by the disciples in the early church. Let them look at the pictures in the **activity**

4.4 on page 63 of the Pupil's Book and say what they see. They can discuss among themselves what is happening for example Peter and John healing a lame person. There are also disciples preaching. Ask them to compare and contrast the two pictures.

Pair work (Refer to the Pupil's Book, page 63)

Set pupils in pairs and let them write down the activities carried out by the disciples in the early church. Look at what they have written. Are they writing things like healing, preaching? Ask them to compare activities with the one of the disciples of today.

Information to the teacher

Using pictures and charts, guide the pupils in answering the questions in the introduction activity. Let the pupils read the story of Apostles Paul, Peter and John.

Set the pupils in small groups to discuss the roles of the disciples in the early church. Let every group report to the entire class their findings.

Avail pictures photographs or charts showing the early disciples preaching and healing the sick. Look for videos showing the work of the early disciples.

Organise pupils to watch and talk about what they have watched.

Let the pupils read the four Gospel books and identify the roles of the disciples. Let the pupils sing songs related to the work of the disciples. Guide the pupils to role-play John and Peter healing a cripple.

Ask the pupils to role-play the healing of the blind beggar.

Assessment Opportunities

Observation

Observe pupils discussing in pairs and also in groups about the activities carried out by the disciples in the early church.

Can they explain the activities carried out by the disciples?

Conversation

Talk to the pupils while they are discussing about the activities carried out by the disciples in the early church.

Do they identify the activities carried out by the disciples?

Product

Look at the pupils working in groups and pairs. Do they show different work?

Comparison between the work of the disciples in the early church and the church today

By the end of this sub-topic, the pupils should be able to compare the work of the disciples in the early church and the church today and the lessons learnt from the work of the disciples.

Class activity

In pairs ask the pupils to write the roles of the disciples today. Ask the pupils in pairs to write down similarities of the work of the disciples in the early church and church today. See what they have written. Ask them to share with rest of the pairs in class. Let them discuss in groups the similarities and the differences of the work of the disciples in the early church and the church today. Let them generate a table showing the differences.

Information for the teacher

Using pictures and charts, guide the pupils in answering the questions in the introduction activity. Let the pupils write down the roles of the disciples in the early church and those of the church today. Set the pupils in small groups to discuss the similarities and differences of the work of the disciples in the early church and the church today. Let every group report to the entire class their findings.

Look for relevant videos showing the work of the disciples today. Organise the pupils to watch and talk about what they have watched. Let the pupils read the books of Paul, Peter and Acts and identify the roles of the early disciples and compare them with those of today. Let the pupils sing songs related to the lessons learnt from the work of the disciples. Guide the pupils to role-play the lessons learnt from the work of the disciples.

Ask the pupils to read Acts, 1 Peter and 2 Peter. Let them role-play the role of the disciples today. For example, preaching to the people.

Lesson learnt

As in the activity 4.6 on page 67, if possible invite a resource person, a priest or a

pastor to come to your school. Let the pastor or priest explain to the pupils the roles of the disciples in the church. Ask to explain to the pupils the roles they play in the church and in the community. Ask pupils to write down what they have learnt.

Assessment Opportunities

Observation

Observe pupils discussing in pairs and also in groups about the comparison between the work of the disciples in the early church and the church today and the lessons learnt from the work of the disciples.

Can they explain the differences?

Conversation

Talk to the pupils while they are discussing about the comparison between the work of the disciples in the early church and the church today and the lessons learnt from the work of the disciples.

Do they identify the comparison of their work?

Product

Look at the pupils working in groups and pairs. Are they able to differentiate the work of the disciples?

Answer to check your progress on page 69 of the Pupil's Book

1. Exercised demons, healed the sick. Listen to the rest of the answers from the pupils.
2. 12
3. Simon Peter, Thomas, Judas Escariot, John, Andrew, James the greater, Mathew, Philip, Simon the Zilot, Bathliomew, James the lesser and Thaddeus.
4. Spreading the gospel, Healing the sick casting out demons. Listen to the rest of the answers from the pupils.

Religious Education Primary 4		Unit 5: Annual Celebrations in Africa	
Learn about		Key inquiry questions	
<p>Pupils should find out, through talking to adults in the community, about the annual events (Rainy season, Planting period and Harvest) celebrated in Africa.</p> <p>They should discuss in groups the relevance of celebrating annual festivals in society.</p> <p>They should choose songs and dances to perform for the class.</p>		<ul style="list-style-type: none"> • What is an annual celebration? • What are the annual events celebrated in Africa? • How are annual events celebrated? • Why are African annual celebrations important to society? 	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none"> • Explain the meaning of African annual celebration. • Identify the annual events celebrated in the African societies. • State the importance of annual celebrations (e.g. Rain, Planting season, and Harvest). 	<ul style="list-style-type: none"> • Discuss how African annual events are celebrated and their importance to society. 	<ul style="list-style-type: none"> • Enjoy singing and dancing during annual celebrations. • Appreciate annual cultural events. • Cultivate a sense of community in observing the annual event. 	
Contribution to the competencies			
<p>Critical thinking: Finding out about events celebrated annually in African society.</p> <p>Communication: Singing and dancing during annual celebrations.</p> <p>Co-operation: Organising the annual events celebrated in African societies.</p> <p>Culture and heritage: Fostering a sense of community and belonging.</p>			
Links to other subjects			
Social Studies: Study of non-religious festivals			

Assessment opportunities

Opportunities for all the three forms of assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

An outline of the learning

By the end of the unit, pupils should be able to; explain the meaning of African annual celebration, identify the annual events celebrated in the African societies and state the importance of annual celebrations (e.g. Rain, Planting season, and Harvest)

Using the Pupil's Book

There are both words and pictures in the Pupil's Book, and your pupils will not be able to read all these words. So it important that you read them out to the pupils as you starts each activity.

That way you will be 'modelling' reading and will help in their development. The pupils can copy you after you have read each phrase.

The different activities all have a different colour and shape, so the pupils will soon associate them with the activity, and begin to recognise some of the words.

Do not expect them to be able to read these words yet. However, it is helpful to have some words around on posters or boards so that they get used to seeing them and become familiar with spellings.

The pupil competencies

This unit presents many opportunities for critical and creative thinking: reading and interpreting the annual celebrations in Africa. Explanations, role playing and identifying the annual celebrations and their significance.

Pupils are asked to work in pairs, groups and with the help of their parent or guardian. 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 4 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 to be addressed

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

Definition of an annual celebration and annual celebrations celebrated in Africa

Information to the teacher

Ask the pupils to name the annual celebrations celebrated in their community. Invite a resource person to talk about annual celebrations celebrated in Africa.

Let pupils discuss in groups how annual celebrations are celebrated in their community. For example, rainy season, planting and harvesting festivals. Let pupils sing songs sung during different annual festivals.

For rainy season festival, start the lesson by asking pupils to look at the pictures on the Pupil's Book page 71 showing the signs of rain. Ask them to discuss in pairs the signs of rain and what will happen if there is no rain. Let them give rainy season festivals stories they know of. Let them explain what the people of South Sudan

will do if there is no rain in the country. In groups, ask the pupils to discuss how rainy season festivals are celebrated.

Let them write a prayer, asking God to give our country rain. Let them sing songs sung during rainy season. Ask the pupils to read the story of Elijah when he asked God to sent rain to his people after a three and half year of drought.

Activity 5.1 (Refer to the Pupil's Book, page 70)

Using pictures and charts, guide the pupils in answering the questions in the introduction activity.

Invite a resource person if possible to speak about annual celebrations in Africa.

Visit with pupils an old member of the community and ask him or her about the annual celebrations that were celebrated in the past. Organise the pupils in small groups to discuss the annual celebrations celebrated in their community.

Let every group report to the entire class their findings. Avail pictures, photographs or charts showing different annual celebrations.

Look for relevant videos showing different annual celebrations. Organise the pupils to watch and talk about what they have watched.

Organise pupils and guide them using appropriate and relevant resources to discuss annual celebrations. Let the pupils sing songs sung during annual celebrations.

Put pupils in pairs to do the **pair work on page 70** of the Pupil's Book. Ask them to write down the annual events they have participated in their country. Let them share what they have written with the rest of the pairs. Ensure you look at what they have written to see whether they understand what they are doing.

Ask them to do the **group work on page 70** of the Pupil's Book. They can be in groups of 5, to discuss annual celebrations in Africa that they know. Ensure they share what they have discussed with the rest of the groups. Let every group select one member as the group leader to present their work in front of the class.

Ask the pupils to look at the pictures in **activity 5.2 on page 71** of the Pupil's Book about rainy season celebrations. Ask them to discuss among themselves what is happening in the pictures. Are they able to see birds moving? To show sign of rain? Are they able to identify ploughing of the land? To show that people are preparing land in readiness for the rainy season so that they plant crops?

Assessment Opportunities

Observation

Observe pupils discussing in pairs and also in groups about the annual celebrations in Africa.

Can they identify from the pictures?

Conversation

Talk to the pupils while they are discussing about annual celebrations.

Do they mention these celebrations?

Product

Look at the pupils working in groups and pairs. Are they able to role-play any of the annual celebrations?

Importance of annual celebrations in Africa

Ask the pupils to do activity 5.5 on page 76 of the Pupil's Book.

Let them discuss in groups the importance of annual celebrations that are celebrated in their community. For example, rainy season, planting and harvesting festivals. Let pupils sing songs sung during different annual festivals. Role-play a rainy season festival. Let pupils come together and pray for rain and sing songs sung during rainy season festival to the whole school.

For each festival, let pupils discuss and write its importance.

Emphasise the fact that festivals bring people together and promote peace.

Using pictures and charts, guide the pupils in answering the questions in the introduction activity. Invite a resource person to speak about annual celebrations in Africa if possible.

Arrange the pupils in small groups to design posters with messages that can be used during harvesting, rain and planting festivals. Ask them to compare harvesting, rain and planting festival.

To encourage continuous learning, give the pupils home work to go and find out from their parents how rain festival is celebrated in any country in Africa. To ensure they inquired from the parents, let them present their work in class and compare with the rest of the members.

Avail pictures, photographs or charts showing different annual celebrations. Source for relevant videos showing different annual celebrations and ask pupils to write their importance.

Organise the pupils to watch any festival and talk about what they have watched. Let them design messages used during harvesting festival. Let the pupils sing songs sung annual celebrations.

Assessment Opportunities

Observation

Observe pupils discussing in pairs and also in groups about the importance of annual celebrations in Africa.

Conversation

Talk to the pupils while they are discussing the importance of annual celebrations.

Do they understand importance of these celebrations?

Product

Look at the pupils working in groups and pairs.

Answer to check your progress on page 77 of the Pupil's Book

1. Planting season
2. Eating, singing, dancing, drinking
3. Rainy season
4. Events that occur once every year
5. They are celebrated to mark important seasons in Africa.