

Primary CRE

Teacher's Guide

8

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 8 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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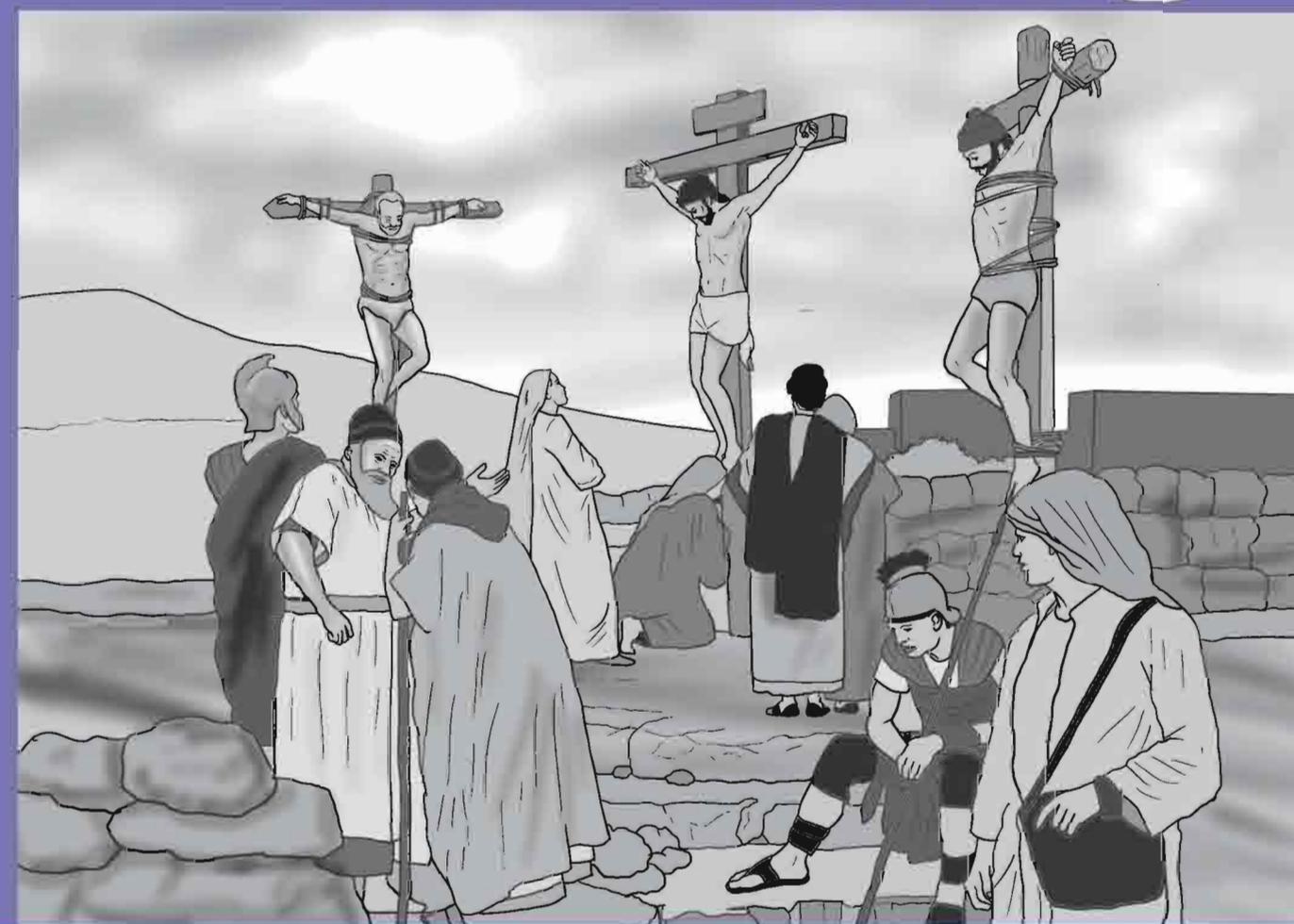
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Teacher's Guide 8

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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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INTRODUCTION

The vision of education curriculum is to enable every citizen to become an engaged, empowered and ethical citizen. This will be achieved by providing every 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 resource, conducive school environments, resources and a sustainable visionary curriculum that enables every learner with high quality learning.

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

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

Based on a competency based curriculum; the 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

1. Unit
2. Sub-unit
3. Learning outcomes
4. Key inquiry questions
5. Core competencies to be developed
6. Links to other subjects
7. Learning activities

1. Units

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

2. Sub-units

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

3. Learning Outcomes

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

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

4. Key inquiry questions

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

5. Core competences to be developed

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

- Communication and collaboration.
- Co-operation.
- Critical thinking and problem solving.
- 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. This section contains suggestions of remedial activities for slow learners too. The teacher is also guided on how to instruct with approach to PCIs.

Suggestions on when to arrange the learners in groups have been made in this Teacher's Guide. 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 that they do not disturb others.

The Teaching Process

At every grade 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). This section also contains suggestions of remedial activities for slow learners. There are suggestions of activities and written exercises for fast learners, too. In this digital era there are activities where computer devices are necessary. Each lesson has Links to other subjects, its Assessment Criteria and the Materials (or Resources) that are expected to be used in the teaching and learning process.

Activities for oral lessons

- Conversations, dialogue and discussions
- Responding to simple instructions,
- Drama and role play
- Songs
- Story-telling

Teaching Methods

It is important to discuss some of the methods commonly used during instruction of the English 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 pupils can see what he or she is 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 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 learners and the learner 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, you should follow

the pupil's answer to detect any reason that led to his or her wrong answer. In this process the teacher will discover where the pupil went wrong and help him or her.

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

(iii) Role play

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

(iv) Individual work

Individual work by pupils begins when 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. He or she poses the unit for discussion and acts 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 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 seven learners. You

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

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

Important attitudes in learning of CRE

a) In learners

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 things 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 organizations.
- Enterprises such as agricultural farms, industries and others.

Conclusion

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

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

Refer to Learner's Book pages 1-30

| | | | |
|---|--|---|--|
| Religious Education Primary 8 | | Unit 1: Creed | |
| Learn about | | Key inquiry questions | |
| <p>Learners should explore the biblical teaching on the Apostles Creed. Discuss the division of Apostolic Creed and be introduced to some other faith creed (e.g. Islam known as 'Al shad-witness to Allah).</p> <p>They should discuss the similarities and differences of the Christian Apostles Creed to Al shad in Islam.</p> <p>They should work together in groups to discuss the origin of Apostles Creed and its importance to Christians.</p> <p>They could also role play some of the events found in the Apostles Creed.</p> | | <ul style="list-style-type: none"> • What is a Creed? • What is the relationship between the Apostle Creed and Shahada? • Which are the divisions of the Apostles Creed • What is the significance of the Apostles Creed to Christian belief? • How is the Apostles Creed relevant today? • How does the Christian Apostles Creed compared with Shahada in Islam? | |
| Learning outcomes | | | |
| Knowledge and understanding | Skills | Attitudes | |
| <ul style="list-style-type: none"> • Define the term creed. • Mention the division of the creed. • Describe the importance of the Apostles Creed. | <ul style="list-style-type: none"> • Reading and interpreting the Bible. • Compare and contrast the Apostles Creed with Shahada Islam. | <ul style="list-style-type: none"> • Value and respect the Apostles Creed. • What is the relevance of the Apostles creed. | |
| Contribution to the competencies | | | |
| <u>Critical thinking</u> : About the values of Apostle Creed to Christians. | | | |
| <u>Communication</u> : Discussing and interpreting Biblical teaching. | | | |
| <u>Co-operation</u> : Working together in groups. | | | |
| Links to other subjects | | | |
| IRE: Learning about Shahada. | | | |

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 is about the Apostles Creed. The unit explores the division and articles of the Creed. The learner will describe the importance of the Apostles Creed and give the relevance of the Apostles Creed today.

Using the Learner's Book

There are words and pictures in the textbook, and learners will not yet be able to read all these words. It is important that you read them out to the learners as you starts each activity. That way you will be 'modeling' reading and will help their development. Learners can copy you after you have read each phrase.

The different activities all have a different colour and shape, so the learners will soon associate them with the activity, and begin to recognize 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 learner competencies

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

Learners 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 that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences construction.

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

The Creed

Information for the teacher

The introductory part of the sub-unit arouses learners' critical thinking to identify what a creed is. A creed is a set of beliefs which guide a Christian's religious actions. It is an authoritative set of religious belief passed in the church. Protestants, Catholics and Anglicans use the Apostles Creed in baptism. The Apostle Creed is a domain base for a Christian faith.

Pair work

Pair up learners and ask them to state the beliefs they know from their church. Guide them to explain what a belief is about. Guide learners to define the Creed. The pictures on page 1 and 2 will guide them to come up with a clear mind on the creed and be prepared to learn about the Apostles' creed.

The Apostles Creed

Information for the teacher

The above creed is known as the Apostles' Creed. The creed is called the Apostles Creed because it contains the teachings of the twelve apostles of Christ. The Apostles Creed is important to Christian faith.

The Apostles' Creed mentions the three trinities. The three trinities are God the Father, God the Son (Jesus Christ) and God the Holy Spirit. The Apostles Creed tells us that God is our Father and creator of heaven and earth.

Jesus Christ is the only son of God. Jesus died, buried and rose from the dead on the third day. Jesus will come to judge the living and the dead.

Activity 1.1

Ask learners to recite the Apostles' Creed in class. Ask them to identify what the creed is about. Tell learners to recite the Apostles' Creed verse by verse to find out what each verse is about. In pairs learners should explain why the creed is called the Apostles creed and be able to explain its origin.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they come up with the definitions of a creed?

Conversation

Talk to learners while they are discussing in pairs and groups.

Can they recite the Apostles Creed clearly? Listen to their communication skills. They should enhance good communication skills in reading, listening and argumentative skills during discussion.

Product

Listen to their explanations of a creed and the Apostles Creed.

Activity 1.2

In this activity, learners will relate the Apostles creed to the practices in the church. They will have the Apostles creed on a manila paper and display at the back of the class. The chart will be a learning reference in this unit. They should explain the picture in learner's book based on the Apostles creed.

Ask learners probation questions about how Christian practice their faith based on the pictures. They should explain pictures and identify the Christian Festival we celebrate to mark the descend of the Holy Spirit (Pentecost Festival).

In groups, let learners recite the Apostles creed verse per verse to identify the main teachings. They should identify that the Apostles creed teaches on:

- God the Father and Almighty Creator of everything seen and unseen.
- Jesus Christ is the son of God, our saviour.
- Jesus sent us the Holy Spirit to continue his mission on earth.

Assessment Opportunities

Observation

Observe learners identifying the pictures in the learner's book. Can they identify what is going on?

Conversation

Listen to learners explaining pictures. Listen to their creativity and critical thinking about Christian faith portrait in the pictures and relationship to the Apostles creed. Listen to their communication skills and teamwork during group discussion.

Product

Look at their work. The main teachings of the Apostles creed centres on the Trinity of God; God the Father, God the Son (Jesus), and God the Holy Spirit.

Origin of the Apostles' Creed

Activity 1.3

The activity will enable learners to explain the origin of the Apostles' creed. Learners will develop a sense of awareness and critical thinking towards the practices of the Christian faith. They will learn about how the Apostles creed began in the early church when the twelve apostles had assembled in Jerusalem praying for the coming of the Holy Spirit as Jesus had promised them during ascension into heaven.

Ask learners to read the excerpt in pairs. They will then do the follow-up exercise based on the passage.

Assessment opportunities

Conversation

Go through the class listening to learners in pairs discussing. Listen to their communication skills as they read the passage, correct their pronunciation of words. Enhance co-operation and teamwork learning in order to share ideas.

Relationship between the Apostles Creed and Shahada

Information for the teacher

Muslims also have a creed just like Christians. Their creed is known as Shahada. Shahada means witness to Allah and Muhammad His messenger. The Shahada and the Apostles' Creed have some similarities and differences as well.

The following are the similarities

1. They both affirm the Oneness of God.
2. The two involve commitment in terms of faith and declaration.
3. In both, there is a belief in One God.
4. They are both recited regularly by the respective believers.
5. Both are recited by a new convert to the religion.
6. Both mentions of messengers of God (Jesus and Muhammad).

Activity 1.4

Learners will relate the Apostles' Creed to the Shahada based on the pictures in the book.

Lead learners to read the Shahada in the learner's book.

Group the learners and ask them to copy the Shahada on a manila paper. Let each group to display their work at the back of the classroom. In pairs ask learners to recite the Shahada.

Guide learners to tell the differences and similarities between the Apostles' Creed and the Shahada.

However, there are differences in Shahada and the Apostles Creed.

| Shahada | Apostles Creed |
|--|--|
| 1. It is divided into two parts; Allah and prophet Muhammad the messenger. | 1. It is divided into three parts; God the father, Jesus Christ and the Holy Spirit. |
| 2. It is in form of a declaration. | 2. It is in form of a belief. |
| 3. It is recited by Muslims. | 3. It is recited by Christians. |
| 4. Believe in Prophet Muhammad the messenger of Allah. | 4. Believe in Jesus as the son of God. |

Assessment opportunities

Observation

Observe learners discussing in groups.

Can they recite Shahada and the Apostles' Creed?

Conversation

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

Can they identify differences in Shahada and the Creed?

Product

Listen to their explanations of a creed and the Apostles Creed.

Activity 1.5

This activity aims to enhance critical thinking, team work and communication skills among learners. They will analyse and comprehend the statements provided and come up with explanations. This will handle the similarities and differences between the Shahada and the Apostles. Expect learners to come up with a comprehension essay about the relationship between the two creeds.

Divisions of the Apostles' Creed

The Apostle Creed is divided into three divisions or parts. The three divisions are subdivided into twelve articles or verses. The first division teaches God the Father Almighty and Creator.

The second division deals with God the Son Jesus Christ our Lord. The third division deals with God the Holy Spirit.

Activity 1.6

Learners to recite the creed in order to identify the divisions of the Apostles' Creed. Let them explain how they derive on these divisions. Guide them to identify these divisions and their articles by emphasising consideration of God, Jesus and the Holy Spirit.

In groups, learners will relate the Apostles' Creed to the creation of the universe, life and death of Jesus and the descend of the Holy Spirit. These statements enhance deeper understanding in learning about the Apostles' Creed. This activity will arouse learners critical thinkig for the teachigs of the Apostles Creed.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they identify the divisions of the Apostles Creed?

Conversation

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

Can they discuss the teachings of the Apostles' Creed? Talk them while discussing to enhance team work and communication skills.

Product

Listen to their explanations about the divisions the Apostles' Creed.

Check on the divisions identified.

Teachings of the Apostles' Creed

Part one: I believe in God, the Father Almighty and Creator

Article 1: I believe in God, the Father Almighty

Article 2: Creator of heaven and earth

Information for the teacher

The first division of the Apostles Creed has two articles. Article one lays the foundation for the Christian faith. God is the Father Almighty Creator. The Father protects His children. Christians are the children of God. We believe in God as our Father who created us and protects us.

God is the Creator of heaven and earth. God's creation is centered upon human beings. To believe means to accept with our minds on what we are told to be true. Our knowledge about God is determined by our faith. To believe in God is having faith in God Our Father.

Human beings know God by reflecting and reasoning on the wonders of His creation. Creation reveals the identity of God.

The first division gives the qualities of God as Almighty. God is the sole creator, One God, living God, true God, eternal God, unique God and perfect. Christians believe God is the Father Almighty Creator. God is the sole creator of heaven and earth. God created everything seen and unseen. He created human beings in His own likeness. Christians give reverence to God as the sole Creator as mentioned in the Apostles Creed.

Activity 1.7

Ask learners' to identify the first division of the Apostles' Creed. Let them list the articles in the first division.

Guide them to look at the picture in the learner's book and relate it to the first division of the creed

Ask learners to read Genesis 1:1-5. Pair the learners and ask them to tell each other what they have learnt from the reading. Guide learners to understand the meaning of part one of the Apostles'.

Expected answers to check your progress

1. Heavenly bodies- sky, moon, sun, and stars
Earthly bodies-human beings, animals, trees, all water bodies
2. Almighty creator, sole creator, unique and perfect, true God, and eternal God.

Assessment opportunities

Observation

Observe learners identifying the pictures in the learner's book and other forms of creation from the environment. Can they identify what God created?

Conversation

Listen to learners explaining pictures and things in the environment showing God as the creator and the Father. Listen to their creativity and critical thinking about division one of the Apostles' creed. Can they relate the creation of God to the teachings in the Apostles' creed? Listen to their presentation and argument. Enhance communication skills and teamwork during group discussion by being resourceful.

Product

Listen to the points from learners. They should relate to attribute of God as the Almighty Creator and our Father as the teaching in the first division.

Part two: The believe in Jesus Christ

And in Jesus Christ His only son our Lord
Who was conceived by the power of the Holy Spirit
Born of the Virgin Mary, suffered under Pontius Pilate
Was crucified, died and buried. He descended into hell.
On the third day, He rose from the dead, He ascended into heaven.
And He sits on the right hand of God.
He will come to judge the living and the dead.

Information for the teacher

The second part of the Apostles' Creed presents our faith in Jesus Christ the son of God. We acknowledge Jesus as Lord. Part two of the Apostles' Creed has seven articles summarised to form the second part of the Apostles' Creed.

The mission of Jesus on Earth is found in the seven articles. I Believe in Jesus Christ His only son our Lord, presents Jesus as the Son of God. Jesus Christ is the begotten son sent to save human race from perishing (John 3:16).

Christians accept Jesus as the son of God. Accepting Jesus, Christians surrender their life in totality to worship him.

Activity 1.8

Ask learners to read John 3:16. Pair the learners and ask them to say what they have learnt from the verse. Lead learners to identify the second part of the Apostles' Creed. Tell them to recite articles in the second division of the Creed. The fourth part talks about the conception of Jesus by the Holy Spirit. This article explains how Jesus entered the world. Jesus was conceived by the power of the Holy Spirit and born by the Virgin Mary. This article identifies Jesus' identity in the world. Jesus birth was from a holy mother without the original sin. Mary was chosen and blessed to be the mother of the 'anointed one'. The essence of the Holy Spirit confirms the Old Testament prophecies concerning the Messiah. The Messiah was to be borne by a humble virgin girl from Nazareth.

Article 4: He was conceived by the Power of the Holy Spirit

Activity 1.9

Ask learners to read Luke 1:26-35. Guide learners to know what it's about. Ask them to discuss the picture and relate it to the conception of Jesus.

Article four of the creed identifies the role of Jesus in the world. Jesus came to suffer in order to save the soul of human race. Jesus suffered to death in order to set us free. Christ' suffering was unique in human history. It occurred in a particular time in history when Pilate was the governor of Judea. Pilate washed away his hands and led Jesus to be crucified by our own sins (1John 2:2, 4:10).

Article 5: Born of the virgin Mary, suffered under Pontius Pilate

Activity 1.10

Ask learners to read John 19:1-7. Pair the learners and ask them to tell each other what they learn from the verse. Ask learners to look at the pictures in learner's book and relate the pictures to articles. Guide learners to watch a video clip on suffering and Crucifixion of Jesus. Ask them to dramatise Jesus trial before Pontius Pilate.

Article 6: Jesus was crucified, died and buried. He descended into hell

This article teaches about the suffering of Jesus to save the human race from sin. Crucifixion was the harsh punishment in Palestine during the Roman rule to those who committed crime. Jesus had not committed sin but was crucified in order to save us.

Activity 1.11

This activity promotes critical thinking in learners to find a reason why Jesus was crucified. Learners are expected to come up with their views and be able to explain the events during the crucifixion and burial of Jesus. They will come up with lessons Christians learn from the crucifixion of Jesus.

Jesus died and was buried. The penalty of sin is death. Jesus died for our sins. His burial signifies that our sin finished him after suffering. Jesus descended into hell to join souls of the dead. It is a sign for help for souls in captive after death.

Article 7: On the third day He rose from the dead

In this activity, learners will learn about the resurrection of Jesus and its relevance to Christians.

Activity 1.12

Ask learners to read John 20:1-9 and explain what the passage is about. Ask them probation questions on the passage to promote critical thinking in explaining article 7 of the Apostles creed.

Ask learners to work in pairs, groups and as a class to encourage teamwork and co-operation in learning to exchange ideas and knowledge.

Jesus spent three days in the tomb after burial. On the third day, Jesus rose from the dead. To rise from the dead is known as to resurrect. Resurrection of Jesus was symbolic to his mission on earth. By rising from the dead, Jesus defeated death because He had supernatural powers. Resurrection of Jesus Christ gives hope to the true disciples of Jesus. Christians believe that they will resurrection the last day. There is hope after death for the saved souls.

Article 8: He ascended into heaven and sits on the right hand of God the Father Almighty

This article is about the ascension and the position of Jesus in heaven. Jesus showed power over death and the only son of God by rising from the dead and ascending into heaven.

Activity 1.13

Ask learners to read Acts 1:9-20 and Ephesians 1:20-23. In statement form ask learners to repeat the reading in class to grasp what they have learnt. Ask them to explain the picture in the learner's book and relate it to article 8.

The ascension of Jesus meant he returned back to his Father to pray for his people. He was given power over earth and in heaven. The ascension of Jesus into heaven signifies the end of his physical mission on earth. Ascension to heaven proved that Jesus was really the son of God. Christians will ascend to heaven after death.

Article 9: He will come again to judge the living and the dead

Jesus will come to judge the living and the dead. Jesus will punish those who are sinful and reward the righteous, those who are living as per faith in Jesus. Christians learn to be faithful, trustful, humble and patient as they wait for the judgement day. Jesus will come back to the earth. Jesus will come to judge true discipleship. Christians believe that those who die having faith in Christ will be

taken.

Part three: I believe in the Holy Spirit

I believe in the Holy Spirit, the Holy Catholic Church of God.

The communion of saints, the forgiveness of sins.

The resurrection of the body and the life everlasting. Amen.

Information for the teacher

The Apostles' creed affirms that the Holy Spirit is the third person of Trinity. The divinity of the Holy Spirit is evident from the divine attributes that are shared in God the Father, and the Son.

Attributes of the Holy Spirit as in the Apostles Creed

1. The Holy Spirit is present everywhere (**Psalm 139:7**).
2. The Holy Spirit knows everything (**1Corinthians 2:10**).
3. The Holy Spirit is all powerful (**Luke 1:35**)
4. The Holy Spirit is Holy (**Romans 1:4**)

The Holy Spirit brings about holiness in the lives of God's people. The spirit is actively purifying us making us be like Christ. The Holy Spirit brings about renewal in our lives, we are able to resist from sins.

Christians are enabled to preach the gospel through the power of the Holy Spirit. The Holy Spirit gives us fruits (love, kindness, patience, joy, self control). The Holy Spirit gives us gifts of preaching, healing, faith, love, performing miracles and others.

The Holy Spirit is the helper and guide to Christians. The Holy Spirit is the comforter when as Christ's people experience difficulties. Catholic means universal. The Holy Spirit is the head of the universal church.

Activity 1.14

Ask learners in pairs to read the third paragraph of the profession of faith (apostle creed) as it is written in the text.

And his kingdom will have no end. I believe in the holy spirit, the lord, the giver of life who proceeds from the father and the son, who with the father and the son is adored and glorified, who has spoken through the prophets.

The teacher to explain the meaning of the paragraph (how God makes message known)

Article 10: Part three: I believe in the Holy Spirit

Activity 1.15

Ask learners to read in pairs the last part of the apostle creed as stated below.

"I believe in one holy catholic and apostolic church. I confess one baptism, for forgiveness of sins and look forward to the resurrection of the dead and life of

the world to come Amen”

The teacher to explain the base of forgiveness for Christians.

Activity 1.16

Ask learners to read John 16:13. Pair the learners and ask them to tell each other what they have learnt from the reading. Ask them to read Acts 2:42-47. Guide them, to know the meaning of a church.

God wants us to live together in unity and peace. He wants us to share what we have. Christians believe that sharing or helping each other makes God happy. Sharing keeps people together. When we forgive others they feel happy. God forgave our sins through the death of Jesus His only son. It is good to forgive others. It makes God happy.

Activity 1.17

Ask learners to read Acts 2:42-47. Guide them to revise the verse. In pairs, ask them to look at the diagram in the learner’s book. Let them say what they can see. Guide learners to compete in reciting the Apostles Creed and celebrate. Jesus was buried in a tomb of Joseph of Arimathea. He rose from the tomb on the third day. Mary Magdalene was the first person to witness the resurrection of Jesus. Christians are reminded of the resurrection of Jesus Christ. There is hope for everlasting life in Christ.

Activity 1.18

Ask learners to read John 20:1-2. Pair them and ask them to tell each other what they learn from the verse. Let them look at the picture in the learner’s book on. Guide them to discuss the picture. Group the learners and guide them to sing the song in the learner’s book.

Assessment Opportunities

Observation

Observe learners identifying how the Holy Spirit is perceived by Christians. Can they identify how the Holy Spirit is perceived?

Conversation

Talk to the learners while they are discussing in pairs and groups. Can they discuss about the role of the Holy Spirit in the Church today? Listen to their presentation and argument. Encourage team work and enhancement of communication skills.

Product

Listen to their explanations about the teachings of the Apostles creed. Check on pronunciation.

unit
2

The Major Prophets

Refer to learner's book pages 31-53

| | |
|--|--|
| Religious Education Primary 8 | Unit 2: The Major Prophets |
| Learn about | Key inquiry questions |
| <p>Learners should explore the Major Prophets (e.g. Isaiah, Daniel, Jeremiah, Ezekiel) in the Bible.</p> <p>They should understand the different roles given to them by God in relation to the other prophets (e.g. Islam, Buddhism, Hindus and African traditional prophets).</p> <p>They should in groups discuss the order of the Major Prophets in the bible and the roles they played in promoting the word of God.</p> <p>They should also dramatise the call of the Major Prophets.</p> | <ul style="list-style-type: none"> • Who are the Major Prophets in the Bible and what was their role? • What is the importance of Major Prophets to Christian belief today? • What are the comparisons between major prophets and traditional prophets? |

| Learning outcomes | | |
|--|--|---|
| Knowledge and understanding | Skills | Attitudes |
| <ul style="list-style-type: none"> • Define the word 'prophet'. • Mention the Major Prophets found in the Bible. • Explain the importance of Major Prophets today. • Compare and contrast the major prophets in the Bible to African traditional prophets. | <ul style="list-style-type: none"> • Reading and interpreting what the Bible says about the Major Prophets and their message to the people. | <ul style="list-style-type: none"> • Respect and appreciate the work of the prophets. • Value the message coming from the prophets. |

| |
|--|
| <p>Contribution to the competencies</p> <p><u>Critical thinking</u>: Discussing the role of the prophets.</p> <p><u>Culture and Heritage</u>: The role of African traditional prophets who also act as intermediaries between the community and God.</p> <p>Links to other subjects</p> <p>IRE: Prophets in Islam.</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 is about the major prophets in the Bible. The unit deals with the definition of the word prophet, mentions the major prophets found in the Bible, explains the importance of major prophets today and compare and contrast the major prophets in the Bible to African traditional prophets.

Using the Learner's Book

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

The different activities all have a different colour and shape, so the learners 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 learner competencies

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

Learners 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 8 that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentence construction.

Cross-cutting issues

- Environmental awareness
- Gender balance
- Peace education
- Regional integration
- Life skills
- Religious tolerance

- Integration of people with special needs
- Good citizenship
- Child rights

Meaning of a major prophet

Information for the teacher

Prophets whom God used to give messages for a long time in the Bible, were referred to as major prophets. A major prophet is a prophet whose prophetic work took a long period of time in the Bible. Major Prophets in the Bible prophesied for a long period of time.

Activity 2.1

Guide learners to review prophets through question and answer as taught in Primary Seven. In pairs, ask learners to tell each other who a major prophet is. Let each pair present its answers to the class.

In groups, ask learners to mention prophets found in the Bible. They should identify minor prophetic and major prophetic books in the Bible.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they understand who a prophet is?

Conversation

Talk to the learners while they are discussing in pairs and groups Enhance co-operation and teamwork in sharing knowledge in class.

Product

Listen to their explanations about who a major prophet is.

Major Prophets in the Bible

By the end of the subtopic, learners should be able to name the major prophets in the Bible and their works.

There are four major prophets in the Bible. The four major prophets in the Bible are:

1. Isaiah
2. Jeremiah
3. Daniel
4. Ezekiel

Activity 2.2

This activity will enable learners to find out the Major prophets in the Bible. They should access the Bible for this activity to be effective. Ask them to find the major prophetic books in the Bible and relate their teachings to a christian life.

1. Prophet Isaiah

Prophet Isaiah prophesied when Judah was threatened by the Assyrians. The threat to Judah was because of its sinful life. People in Judah had disobeyed God. Prophet Isaiah called people and their leaders to a just life. Isaiah warned live people that failing to listen to God would bring doom and destruction.

Activity 2.3

Guide learners to identify the Major work of prophet Isaiah in the Bible. Ask learners to read Isaiah 6:8-11. In pairs, discuss the verse with your friend. Ask learners to look at the picture in the learner's book.

Let the learners use the picture to mention some of the things they think prophets in the Bible did.

Prophet Isaiah foretold the coming of descendants of David who will be the King. Prophet Isaiah also prophesied when Judah was under the Babylonians. Isaiah foretold freedom of God's people from the Babylonians. Isaiah foretold that God would set a new life for the hopeless Jews in Babylonian exile.

Prophet Isaiah prophesied the coming of the 'Servant of the Lord'. He prophesied on respect of Sabbath Day and offering true sacrifices to God. He prophesied that God's Salvation would reach the end on the earth.

Assessment opportunities

Observation

Observe the learners identifying the work of prophet Isaiah in the Bible. Can they identify the book of Prophet Isaiah? Can they distinguish the work of prophet Isaiah from other prophets?

Conversation

Listen to the learners explaining the work of prophet Isaiah as in the Bible. Encourage pupils to work in pairs, groups and class work to enhance teamwork and co-operation learning. Talk to learners while in groups emphasising the role of prophet Isaiah in the Old Testament in relevance to the New Testament about the birth of the Messiah.

Product

Listen to learners presenting their points. Share in class. Emphasise the following points about Prophet Isaiah:

- He prophesied before, during and after the exile of Judah in Babylon.
- During the Babylonian exile, Isaiah echoed God as the Lord of history. He proclaimed hope to Jews in exile for the salvation from God.
- Isaiah prophesied God's salvation plan to the nations from the house of Israel.
- The birth of Jesus, a descendant of King David. He emphasised that Jesus was the Servant of the Lord.
- Isaiah prophesied a new hope in Jerusalem. He saw restoration and establishment of Israelites back in Judah.
- When people needed reassurance for fulfillment of God's promise, Isaiah expressed concern in his prophecy.
- He emphasised on righteousness, justice, strict observance of Sabbath day, sacrifice and prayer.

2. Prophet Jeremiah

Information for the teacher

Prophet Jeremiah prophesied before and after King Nebuchadnezzar of Babylon had attacked the Jews. Jeremiah was chosen before he was born. The Lord consecrated Jeremiah when he was in the womb. God gave him His message by touching his lips and talking to him. Prophet Jeremiah prophesied to the sinful life of Jews and other nations.

Activity 2.4 and 2.5

Ask learners to read Jeremiah 1:4-5. Using the verse above guide learners to know how prophet Jeremiah was called by God to be a prophet.

Ask learners to look at the picture in the learner's book. Pair the learners and ask them to tell each other what is happening in the picture. In groups, guide learners to explain why prophet Jeremiah was despised and rejected in Judah. In groups, ask learners to explain the symbolic acts used by Jeremiah.

Assessment opportunities

Observation

Observe learners identifying the work of prophet Jeremiah in the Bible. Can they identify the book of Prophet Jeremiah? Can they distinguish the work of prophet Jeremiah from other prophets?

Conversation

Listen to learners explaining the work of prophet Jeremiah as in the Bible. Encourage pupils to work in pairs, groups and class work to enhance teamwork and co-operation learning. Talk to learners while in groups emphasising the role of prophet Jeremiah in the Old Testament in relevance to the New Testament about the new covenant.

Product

Listen to learners presenting their points. Share in class. Emphasise the following points about Prophet Jeremiah:

Prophet Jeremiah prophesied in the period during the reigns of five kings of Judah: Josiah, Jehoahaz, Jehoiakim, Jehoiachin, and Zedekiah.

- Jeremiah was a sensitive man who loved his people. He felt sad to pronounce judgement upon Judah and other sinful nations.
- Jeremiah condemned the religious and social evils; necromancy, dishonesty and deception, hypocritical life and self pretence, false prophecies, idol worshipping, and human sacrifice.
- Jeremiah used symbolic acts signified destruction and restoration of Judah.
- He prophesied the new covenant to be written in peoples' hearts.

3. Prophet Ezekiel

Information for the teacher

Prophet Ezekiel lived in Babylon as an exile. It was the period before and after the fall of Jerusalem. Prophet Ezekiel was called at old age. God gave Ezekiel a scroll in his mouth to prophesy. God gave him His message in form of a written scroll.

Activity 2.6

Let learners tell each other what they have learnt from the reading above. Ask them to look at the picture in the learner's book. In groups, let them tell what is happening in the picture. Still in groups, guide learners to dramatise the call of prophet Ezekiel.

God made Ezekiel eat or swallow the scroll for the message to get in him. Prophet Ezekiel prophesied on God's judgement and the destruction of Jerusalem. Prophet Ezekiel prophesied God's judgement to other nations that misled the people of God.

Prophet Ezekiel had a message on God's comfort to His people after the fall of Jerusalem. Ezekiel proclaimed his hope for the renewal of life of the nations. In his prophetic work, Ezekiel led people to true worship to God.

Prophet Daniel

Information for the teacher

Prophet Daniel prophesied during a time when the Jews were suffering under a pagan king.

The king was Nebuchadnezzar of Babylon. The Jews were being persecuted and oppressed as slaves. Prophet Daniel interpreted King Nebuchadnezzar's dreams.

Activity 2.7

Ask learners to read Daniel 2:48.

In pairs, let the learners tell each other what they have learnt from the verse.

Ask them to look at the picture in the learner's book and tell each other what is happening.

Still in pairs, let them re-tell the dream of Prophet Daniel.

Guide learners to dramatise prophet Daniel interpreting a dream to King Nebuchadnezzar.

Assessment opportunities

Observation

Observe learners identifying the work of prophet Ezekiel in the Bible. Can they identify the book of Prophet Ezekiel? Can they be able to distinguish the work of prophet Ezekiel from other prophets?

Conversation

Listen to learners explaining the work of prophet Ezekiel as in the Bible. Encourage pupils to work in pairs, groups and class work to enhance teamwork and co-operation learning. Talk to learners while in groups emphasising the role of prophet Ezekiel in the Old Testament in relevance to the New Testament about the new covenant.

Product

Listen to learners presenting their points. Share in class. Emphasise the following points about Prophet Ezekiel:

- Book of Ezekiel that reveals prophecies regarding the destruction of Jerusalem, the restoration to the land of Israel, and what some call the Millennial Temple visions.
- Ezekiel was said to be already active as a prophet while in the Land of Israel, and he retained this gift when he was exiled with Jehoiachin and the nobles of the country to Babylon. Prophet Ezekiel was given a scroll to eat so as to prophesy.
- Ezekiel was a man of deep faith and great imagination. He received a call at old stage and his insights came in form of visions.
- Ezekiel proclaimed his hope for the renewal of the life of nations. He was a priest as well a prophet with special interest in the Temple and in the need for holiness.
- Prophet Ezekiel had a vision of dry bones coming to life. The vision was symbolic for a new life in God.

Roles of major prophets in relation to prophets in other religions

Information for the teacher

By the end of the subtopic learners should be able to describe the roles of the major prophets in the Bible in relation to other prophets in other religions.

God sent prophets to tell people how to worship Him. Prophets foretold what will happen in future life, for example the birth of Jesus. In Buddhism faith they had no prophets but teachers on faith, for example Gautama Buddha. Islam religion had twenty-five prophets. Prophet Muhammad was the major prophet. Prophet Muhammad revealed the will of Allah to Muslims. Prophet Isa performed miracles as known in Islamic religion. In African religion, prophets performed religious duties like offering sacrifices. They also received messages from the ancestors and spirits. African traditional prophets predicted the will of God and spirits.

Activity 2.8

The activity aims to relate the roles of major prophets in the Bible and prophets in other religions. Other religions include: Buddhism, Hinduism, Islam and Traditional African religions. Ask learners questions on the roles of prophets in these religions. Let them compare and contrast their roles.

Assessment opportunities

Observation

Observe learners discussing in groups.

Can they identify prophets in other religions?

Conversation

Talk to the learners while they are discussing in pairs and groups about the roles of Major Prophets in relation to other prophets in other religions. Listen to their communication skills. Encourage teamwork and co-operation learning.

Product

Listen to their explanations about the major prophets in the Bible.

Share points in class

Importance of Major Prophets to Christian faith today

Information for the teacher

The learner will describe the importance of Major Prophets to Christians' faith today.

Prophet Isaiah foretold the birth of Jesus which was fulfilled in the New Testament. The birth of Jesus is significant to the birth of Christianity. Prophet Daniel prophesied the denial of the Anointed one. Christians deny Jesus when they commit sin.

Isaiah prophesied the end of salvation on earth. Christians believe that Jesus was

born and died for our sins. Salvation is achieved by accepting Jesus as personal saviour. Prophet Isaiah prophesied of God's salvation. Christians believe that there is life after death. Prophet Jeremiah told people how God wanted to be worshipped. Christians are directed to true worship in the church. Prophet Jeremiah gave hope to Israelite while in exile. Christians are encouraged to always be hopeful in God.

Prophet Ezekiel led the Israelites to true worship of God. Today, the church clergies lead Christians in worship of God. Prophet Daniel foretold about the growth of God's kingdom. Christians are the members of the kingdom of God.

Activity 2.9

Ask learners to identify the teachings of Major prophets in the Bible. In pairs ask the to tell each other some names prophet Isaiah called Jesus. Guide them to In groups, task learners to discuss the teachings of prophets: Isaiah, Jeremiah, Ezekiel and Daniel. Let them link to the relevation in today's society.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they identify the importance of the Major Prophets to Christian faith today?

Conversation

Talk to the learners while they are discussing in pairs and groups about the importance of the Major Prophets to Christian faith today. Listen to their presentation and argument on facts about Major prophets.

Product

Look at their presentation.

Appraise their work to encourage learning.

unit
3

The Founding Fathers of Christianity in South Sudan

Refer to learner's book pages 54-78

| | | | |
|---|---|--|--|
| Religious Education Primary 8 | | Unit 3: The Founding Fathers of Christianity in South Sudan | |
| Learn about | | Key inquiry questions | |
| <p>Learners should know and understand the role of the founding fathers of Christianity in South Sudan (e.g. Maltese Annatto-Jesuit priest, Daniel Comboni- Verona father, Rev. Gwynne Rev. Dr Fr Lee and Rev. Dr. Fraser of ECS). They should understand that these were the first people to bring Christianity to the different parts of South Sudan before separation in 2011.</p> <p>The learners should discuss with the teacher the first missionaries to East Africa and Sudan who began Christianity. Learners should research journals, books and the internet if possible to explore the background and the roles played by these people. They should find out about their failures and successes in establishing Christianity in the region.</p> | | <ul style="list-style-type: none"> • What is enculturation? • How was enculturation achieved? • Who are the founding fathers of Christianity in South Sudan? • How important are the founding fathers to the growth of Christianity in South Sudan? • What are the features of the founding fathers of Christianity in South Sudan? | |
| Learning outcomes | | | |
| Knowledge and understanding | Skills | Attitudes | |
| <ul style="list-style-type: none"> • Know the founding fathers of Christianity in South Sudan. • Explain their background, achievement, problems faced and weakness in preaching the good news of Christ. | <ul style="list-style-type: none"> • Reading and interpreting the message of the founding father from books, journals and internet. • Compare and contrast the work of the founding fathers to indigenous people today. | <ul style="list-style-type: none"> • Appreciate and value the founding fathers and their work. • Christians should enjoy the fellowship and praises to God and appreciate it as the good work of the founding fathers. | |
| Contribution to the competencies | | | |
| <p><u>Critical thinking</u>: About the coming of the early missionaries in South Sudan.</p> <p><u>Culture and Heritage</u>: The adaptation of the traditional practices to Christianity (enculturation).</p> | | | |
| Links to other subjects | | | |
| Social studies- Civilisation history. | | | |

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 is about the founding fathers of Christianity in South Sudan. By the end of the unit learners should be able to: Know the founding fathers of Christianity in South Sudan. They should explain the background, achievement, problems and weakness in preaching the good news of Christ. The unit discusses the background to the early missionaries in South Sudan and their roles in South Sudan.

Using the Learner's Book

There are words and pictures in the textbook, and your learners will not yet be able to read all these words. So it is important that you read them out to the learners as you start each activity. That way you will be 'modeling' reading and will help their development. The learners can copy you after you have read each phrase. The different activities all have a different colour and shape, so the learners will soon associate them with the activity, and begin to recognize 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 learner competencies

This unit presents many opportunities for critical and creative thinking: Reading and interpreting the founding fathers of Christianity in South Sudan. Explanations, role playing and identifying core virtues and how they should be manifested. Learners 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 8 that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentence construction.

Cross-cutting issues

- Environmental awareness
- Gender balance
- Peace education
- Regional integration
- Life skills

- Religious tolerance
- Integration of people with special needs
- Good citizenship
- Child rights

Who are the founding fathers of Christianity in South Sudan?

Information for the teacher

Founding fathers in Christianity are the people who began or introduced Christianity in a particular region. They are also called missionaries. The missionaries in South Sudan and East Africa are:

- a) Daniel Comboni- Verona father
- b) Dr. Kenneth Fraser
- c) Bishop Gwynne
- d) Charles Salim Wilson
- e) Maltesse Annato
- f) Samuel Baker
- g) Henry Stanley

Activity 3.1

Ask learners to recall what they learnt about important people in South Sudan. They should identify their contributions and values learnt. Let them find out how Christianity began in South Sudan.

Ask learners to look at the pictures in learner's book. Guide them to identify their names and how they influenced the religious life of South Sudanese people.

Assessment opportunities

Observation

Observe learners discussing in groups.

Can they identify the founding fathers of Sudan are?

Conversation

Talk to the learners while they are discussing in pairs and groups about the founding fathers of Christianity in South Sudan. Listen to their communication skills, teamwork and co-operation learning.

Product

Listen to their presentation about the founding fathers of Christianity in South Sudan.

Read the founding fathers of Christianity in class.

Background to the early missionaries in South Sudan

By the end of the subtopic learners, should be able to describe the background of some missionaries in South Sudan.

1. Daniel Comboni

Information for the teacher

Daniel Comboni was born in 1831 in Italy in a family of farmers. He encountered difficulties in the early stage during evangelisation. His ambition was driven by the life in Africa; sickness, deaths, poverty and dereliction of African population. He wrote a book "Either for Africa" an inspiration on his confirmed missionary work.

He appealed missionary aids from European kings and queens to fund evangelism in Africa. He was the first bishop in Central Africa. He started "Comboni Missionaries" and the "Comboni Missionary Sisters" also known as Verona Fathers and Sisters to train fathers and nuns in evangelization. He campaigned to stop slave trade in Central Africa. He died in Khartoum on October 1881 at fifty years.

Pair work

Lead learners to the library. Guide them to pick the books containing the story of Daniel Comboni. Group learners and ask them to read the stories in the books. Tell them to tell each other the evangelization of Daniel Comboni as learnt in the story. Guide them to name some training centers bearing the name Comboni within their country.

2. Reverend Dr. Kenneth Grant Fraser of ECS

Information for the teacher

Dr. Kenneth Fraser was a Scottish missionary doctor and an educator in South Sudan. He was born in 1877 in Scotland. At age of fourteen years, he ran away from home and joined the army as a drummer boy. He became a committed Christian convert while in South Africa during Boer war.

During the First World War, Dr. Kenneth had risen to be a Major General in the army. As a general, he implemented the most successful missionary campaigns in South Sudan. He founded Moru Christians of Mundri Diocese. He taught and provided medical kits to key Christian leaders of Moruland. He founded a Christian church at Lui where he begun Bible studies. He preached to SPLA soldiers at Lui. He established operational Medical Clinic at Mundri treating SPLA soldiers and Sudanese patients.

Pair work

Lead learners to the library. Guide learners to look for information about Dr. Kenneth from the library books. Let them mention some institutions of missionary he began in South Sudan.

In groups, ask them to compare and contrast the life of Fraser to Bishop Comboni.

3. Reverend Bishop Llewellyn

He treated and preached to SPLA soldiers. He delivered the shipment of Bibles, hymns and prayer books to SPLA soldiers.

Class work

Bishop Gwynne College. Explain how He dedicated his life to serve as a missionary and influence to the church in South Sudan.

4. Charles Salim Wilson

He was born in 1859 in Amerwei. He was once a slave. He corrected the Dinka translation of the Gospel of St. Luke.

5. Fr Dr John Lee Tae-Seok

Information for the teacher

Fr John Lee was a South Korean missionary and doctor who served as a priest, Medical doctor, Mathematics and Music teacher and architect in the small village of Tonj, Warrap State in South Sudan. He was ordained a priest in Seoul in 2001 and in the same year he decided to leave for Africa. As the only doctor in the area, Fr Lee built a small clinic that treated about 300 patients a day. He provided vaccination for some 80 villages around Tonj and established a school where he taught Mathematics and Music. His clinic treated Catholics, Protestants, Muslims, and even fighters; provided medical aid to the South Sudanese for a decade, until his death from cancer in 2010.

Class work

Invite a resourceful person conversant with the contributions of Fr Lee to talk to learners in class. Plan the class to enhance interactive learning through question and answer during the talk.

From the talk, ask learners to identify the roles of Fr Lee as a doctor, teacher and a priest in community of South Sudan.

In groups, ask learners to discuss lessons Christians learn from the dedicate missionary, Fr Lee.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they identify the early missionaries in south Sudan?

Conversation

Talk to the learners while they are discussing in pairs and groups about the missionaries. Listen to their communication skills during discussion. Encourage teamwork and co-operation learning.

Product

Look at their presentation in class. Enhance critical thinking on the biographies of missionaries in South Sudan. Appraise their work. Do they differ in understanding their background?

Roles of missionaries in South Sudan

Information for the teacher

Founding fathers of Christianity in South Sudan played very important roles in the society. The main work of the founding fathers in South Sudan was spread Christianity. Other roles they played were:

- a) Building churches.
- b) Providing formal and vocational education to South Sudanese.
- c) Translating the Bible into indigeous language that the South Sudanese can understand.
- d) Eradicating the deep unimportant cultures in the region.
- e) They built clinics and hospitals to treat diseases like leprosy.
- f) They constructed schools and technical institutes.

Activity 3.3

Group learners and ask them to talk about how the founders of their school helped people in the society. Let each pair of learners tell the class their answers. In groups, ask learners to discuss the similarities and differences in the missionaries.

Assessment opportunities

Observation

Observe learners discussing in groups.

Can they identify the roles of the missionaries in south Sudan?

Conversation

Talk to the learners while they are discussing in pairs and groups about the roles of the missionaries in South Sudan. Let them understand the role of the missionaries.

Product

Look at their presentation about the roles of missionaries in south Sudan.

Listen to their explanations on similarities and differences in the missionaries during their mission work.

Problems faced by the founding fathers in preaching the good news of Christ

The founding fathers faced challenges during their missionary work.

- a) Harsh climate in the region
- b) Poor cooperation among the members of the society.
- c) Resistance from the Islamic religion.
- d) Political instability (war) in the region.
- e) Sickness from tropical disease like Malaria, Small Pox and Leprosy.
- f) Language barrier.

Activity 3.4

This activity aims to guide learners explore problems the founding fathers experienced during their mission. Invite a resourceful person on matters concerning religion in South Sudan. The resource person should be conversant with evangelism process in the country. Let learners listen as they take notes. Emphasize the main idea to concentrate on problems faced the missionaries.

In groups, ask learners to compare what they learnt from the talk to the challenges given in the learner's book. Let them discuss these challenges by citing possible solutions.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they identify the roles of the problems that the founding fathers faced in preaching the good news of Christ?

Conversation

Talk to the learners while they are discussing in pairs and groups about the. Are they able to of the problems? Listen to their communication skills and teamwork during group discussion.

Product

Look at their presentation about the problems faced by the missionaries in south Sudan. Check on their critical thinking when explaining facts.

Achievements made by the founding fathers of Christianity in South Sudan

Information for the teacher

Despite the challenges the founding fathers faced, they made some great achievements in South Sudan. These achievements include:

- a) Building of schools for example Gwynne Theological College.
- b) Establishment of church clinics and hospitals for example Lui hospital.
- c) Translation of the Bible into Nuer language.

- d) Construction of churches for example the Presbyterian Church of South Sudan.
- e) Construction of missionary sites for example Comboni Missionaries Institute, Comboni Missionary Sisters.
- f) Conversion of people from Islam to Christianity.

Activity 3.5

Group learners and ask them to talk about the schools and hospitals in South Sudan that were built long time ago. Let each group present their answers to the class. Ask learners to look at the diagram in the learner's book. Lead them to identify other things the missionaries did for the people of South Sudan.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they identify the achievements made by the founding fathers of Christianity in south Sudan?

Conversation

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

Discuss with them the achievements made by the founding fathers of Christianity in south Sudan.

Product

Look at their presentation about the achievements.

Do they understand their achievements? Share points in class.

Failures made by the founding fathers in South Sudan

Information for the teacher

By the end of the subtopic learners should be able to mention some failures made by the founding fathers in South Sudan.

Although the founding fathers made some great achievements, they also failed in some areas. Some of the founding fathers did not do the following:

- a) Have the desire to know the South Sudanese culture.
- b) Address the reality of life when teaching the Bible.
- c) Ask and direct questions according to South Sudanese culture.

This made them not to convert as many people as possible.

Activity 3.6

Group learners and ask them to research about failures of Founding Fathers. Lead learners to discuss failures made by the missionaries while in groups. Ask learners to compare and contrast them with the failures of Church leaders today.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they identify failures of missionaries in South Sudan?

Conversation

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

Discuss with them the failures of the founding fathers in south Sudan.

Product

Look at their presentation about the failures.

Share points in class.

Adaptation of the traditional practices to Christianity (enculturation)

Information for the teacher

This subtopic will enable learners to explain the adaptation of the traditional practices to Christianity.

Enculturation refers to the way we learn about the culture we live in. Our founding fathers achieved enculturation through:

- a) Teaching
- b) Behaviors

The way they taught and behaved made many people change their beliefs to Christianity. Rabab in the above story is seen to be good girl because her families and friends 'teachings and behavior.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they identify the adaptation of traditional practices?

Conversation

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

Discuss with them the adaptation of the traditional practices. Enhance active participation during discussion.

Product

Look at their presentation about the adaptation of the traditional practices.

Check their critical and creative thinking for religious tolerance.

Comparison between works of the founding fathers and indigenous people

Information for the teacher

Indigenous people are the first people to occupy or live in a particular region. The Nuer community is believed to be the indigenous people in South Sudan. Their work relates and also differs with the work of the founding fathers. They relate in the following roles:

- a) They all taught a particular faith and beliefs.
- b) They all preached peace in the society.
- c) They all encouraged togetherness and love in the society.

They differ in the following:

- a) Founding fathers' main work was to spread Christianity. The main work of the indigenous people was to preserve their culture.
- b) Founding fathers believed in God only. Indigenous people believed in God, spirits and ancestors.
- c) Founding fathers brought some developments in the community like building of schools and hospitals. Indigenous people only made some more shrines in the forests.
- d) Founding fathers educated people through reading of the Bible. Indigenous people used oral traditions to pass their message hence no education.

Activity 3.8

Ask learners if they can access the internet to research on the history of Christianity in South Sudan.

In pairs, let them compare the work of the missionaries to the work of indigenous people. Ask them to give similarities and differences.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they identify the comparison between works of the founding fathers and indigenous people?

Conversation

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

Discuss with them the comparisons. Listen to the way they present their facts.

Enhance communication skills, teamwork and co-operation learning.

Product

Look at their presentation about the comparison.

Do they understand their comparison? Share answers in class.

Refer to Learner's Book pages 79-93

| | |
|---|---|
| Religious Education Primary 8 | Unit 4: The Patriarchs |
| Learn about | Key inquiry questions |
| <p>Learner should explore the patriarchs of faith in Christianity (i.e. Abraham and Moses).</p> <p>They should be introduced to patriarchal biography, the call and the role the patriarchs played in bringing salvation to humankind. They should discuss the contribution of the patriarchs to other faiths (e.g Islam, and Hinduism etc.).</p> <p>They should explore and talk about the patriarchs' faith and belief in God.</p> <p>They should role play the role of Abraham as the father of the faith and understand why the patriarch remained faithful to God.</p> | <ul style="list-style-type: none"> • Who is a patriarch? • What is the significance of a Patriach to a Christian Life? • Why is a patriarch so important to the Christian belief? • How did the patriarchs carry out their works? |

| Learning outcomes | | |
|--|---|--|
| Knowledge and understanding | Skills | Attitudes |
| <ul style="list-style-type: none"> • Mention the patriarchs. • Know the Patriarchs in the Bible. • Explain their background and how they demonstrated their faith in God. | <ul style="list-style-type: none"> • Reading and interpreting the message of the Patriarchs from the Bible. • Compare and contrast the work of the patriarchs in the Bible. | <ul style="list-style-type: none"> • Appreciate and value the Patriarchs. • Christians should enjoy the fellowship and praises to God and appreciate it as the good work of the founders of faith. |

| |
|---|
| <p>Contribution to the competencies</p> <p><u>Critical thinking</u>: On the relationship between patriarchs and their contributions to bring about salvation to humankind.</p> <p><u>Co-operation</u>: Dramatising the call and roles played by Moses brings learners together to co-operate among themselves.</p> <p>Links to other subjects IRE: Abraham "Ibrahim" and Moses "Musa" as patriarchs of the Islamic faith.</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 is about the patriarchs. This unit will enable learners to: mention the patriarchs, explain how patriarchs were called to serve “Yahweh” (God), describe how the patriarchs show their faith to God and understand the importance of the patriarchs in Christian faith.

Using the Learner’s Book

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

The different activities all have a different colour and shape, so the learners will soon associate them with the activity, and begin to recognize 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 learners’ competencies

This unit presents many opportunities for critical and creative thinking: reading and interpreting African heritage narrative teachings. Role playing and identifying patriarchs in the Bible.

Learners 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 8 that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences.

Crosscutting issues to be addressed

The unit contributes to Life Skills (critical and creative thinking in understanding the Bible).

Peace Education (engaging learners 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

Meaning of a patriarch

In the Bible, patriarchs were the men God used to establish the nation of Israel. A patriarch showed great faith in God. Patriarchs form the present generation as God promised as a reward after showing great faith in Him.

Activity 4.1

Group learners in groups. Guide learners to find out who a patriarch is. Pair the learners and ask them to tell each other the roles of the patriarchs in the Bible. Let them present their answers to the class.

Assessment opportunities

Observation

Observe learners discussing in groups.
Can they give the meaning of a patriarch?

Conversation

Look at the way they are discussing.
Guide them to relate who a patriarch is.

Product

Listen to their presentation.

Patriarchs in the Bible

God used patriarchs to establish Israel as a nation. Patriarchs established the descendants of Israel as a chosen nation.

- The Biblical patriarchs are:
 1. Abraham
 2. Isaac
 3. Jacob
 4. Joseph
 5. Moses

Activity 4.2

Pair the learners and ask them to tell each other the people of great faith they know in the Bible. Guide them to tell how they linked God to His people. Lead to review the life of Abraham as learnt in Primary Five through question and answer.

In class, learners to look at the geneology of Moses from Adam. Let them explain these people in establishing the nation of Israel.

The main patriarchs in the Qur'an are

1. Ibrahim (Abraham)
2. Is'haaq (Isaac)
3. Yukub (Jacob)
4. Musa (Moses)

The above patriarchs established the twelve tribes of Israel. Jacob had twelve sons who established the twelve tribes of Israel as a nation.

Assessment opportunities

Observation

Observe learners discussing in groups.

Can they mention patriarchs in the Bible?

Conversation

Look at the way they are discussing.

Guide them to identify patriarchs in the Qur'an.

Product

Listen to their presentation.

Life and call of patriarchs.

Life and call of Patriarchs

By the end of the subtopic, learners should be able to describe the lives of the Patriarchs and how they were called to serve God.

1. Abraham

Information for the teacher

Abraham was the son to Terah. The brothers to Abraham were Nahor and Haran. God changed His name from Abram to Abraham because of his faith. Abraham's wife was called Sarai. Her name was changed to Sarah. Abraham was the father of Isaac.

The family of Abraham lived in Ur but later moved to Haran. God called Abraham to leave his home and relatives to serve Him. God promised to bless Abraham

with many descendants. Abraham was promised to be the father of a great nation. Abraham showed obedience to God by doing what God wanted. Abraham showed great faith in God, thus the “Father of Faith”.

Abraham showed faith in God by:

1. Accepting to leave his home and relatives at Ur and move to Haran to serve God.
 2. Accepting to sacrifice Isaac, his only son at Mount Moriah.
- God made a covenant with Abraham as a symbol of the relationship between them.

Activity 4.3

Ask learners to read Genesis 11:27-32. Pair the learners and ask them to tell a friend what they have learnt from the reading. Ask each pair of learners to re-tell the story of Abraham.

Guide them to mention instances where Abraham showed faith. In pairs, ask learners to call and tell each other to do something for him or her. Ask them to read Genesis 12:1-2, 15:1-20. Let them tell each other what they have learnt from the reading.

2. Isaac

Information for the teacher

Isaac was the second patriarch in the Bible. He was the only son of Abraham and Sarah. Isaac's wife was Rebecca. The two gave birth to Esau and Jacob. Isaac fulfilled God's promise to Abraham to make his descendants a great nation. Isaac was faithful to God and obeyed His commands.

He was loyal to his wife Rebecca, fathering Esau and Jacob. He blessed Jacob who later became the father of the twelve sons.

Jacob was the third Hebrew whom God made a covenant with. He was the son of Isaac and Rebecca. Jacob was a pastoralist while Esau, his brother was a hunter. Jacob married Leah and Rachel, the daughters of Laban. Jacob was nicknamed Israel after wrestling with an Angel. He fathered the twelve sons who became the founders of the twelve tribes of Israel.

Activity 4.4 and 4.5

Read Genesis 24:1-66 and ask learners to re-tell the story to each other as read from the verses. Let them read Genesis 27:1-29. Guide them to tell each other what they have learnt from the readings.

Guide learners based on the readings to relate the call of Isaac to patriarchy.

Guide them to read Genesis 27:19-29 about the story of Jacob and Esau. In groups, learners to explain how Jacob played a role of patriarch.

Assessment opportunities

Observation

Observe learners discussing in groups.

Can they explain Isaac's and Jacob's roles to the call to patriarchy?

Conversation

Look at the way they are discussing.

Guide them to identify roles of Isaac and Jacob's.

Product

Listen to their presentation.

Moses

Information for the teacher

Moses was born and hid in a basket along River Nile. The mother of Moses was Jochebed and Amram was the father. The sister of Moses was Miriam and Aaron the priest was his brother. Moses grew up in the palace and later escaped to Median.

In Median he went to work in Jethro's home as a shepherd. Moses married Zipporah, Jethro's daughter. They got one son together Moses was a stammerer. God called him to lead the Israelites from Egypt to the Promised Land.

Activity 4.6 and 4.7

Ask learners to read Exodus 2:1-6. In groups, let them re-tell the story as they learnt. Ask them again to read Exodus 3:1-5. Guide them to tell what they learnt from the readings. They should explain the events during the birth of Moses.

Ask learners to look at the picture in the learner's book. Let them relate it to the call of Moses to be a patriarch.

Assessment opportunities

Observation

Observe learners discussing in groups.

Can they explain Moses roles to the call to patriarchy?

Conversation

Look at the way they are discussing.

Guide them to identify roles of Moses.

Product

Listen to their presentation.

How patriarchs expressed their faith in God

By the end of the sub topic, learners should be able to describe how patriarchs expressed their faith to God.

Activity 4.8

In groups ask learners to read Genesis 21:1-7, and Exodus 6:1. Ask them to look at the picture in the learner's book. Let them say what they can see in the picture. Guide them to relate the picture and the verses.

Information for the teacher

The following events show how the patriarchs showed their faith to God.

- Abraham accepted to leave his family and relatives and move to Haran to serve God.
- Abraham accepted to sacrifice Isaac, his only son at old age, because God had instructed him.
- Isaac was obedient to God and respected His commands. He was to fulfill what God had promised Abraham.
- Jacob was loyal and obedient to God. He was patient and worked for fourteen years so as to marry Rachel. Jacob fathered twelve sons who founded the twelve tribes of Israel.
- Moses accepted to be sent to a king despite being a stammerer. He had killed an Egyptian so he feared he might be killed. Moses trusted God for care and protection.
- Moses performed miracles as instructed by God before King Pharaoh in Egypt. Moses proved the presence of God.
- Moses led the Israelites to move across the Red Sea. He divided the water of the Red Sea for the Israelites to pass. He proved faith in God.
- Moses led the Israelites in the wilderness for forty years before reaching Canaan.
- Moses struck the rock to provide water for the Israelites, a symbol of faith.
- Moses received the Ten Commandments on Mount Sinai. The commandments were to guide Israelites' way of life.

Assessment opportunities

Observation

Observe learners discussing in groups.

Can they explain the importance of patriarchs?

Conversation

Look at the way they are discussing.

Product

Listen to their presentation.

Importance of patriarchs to Christian belief

Information for the teacher

By the end of the sub topic, learners should be able to state the importance of patriarchs to Christian belief.

Patriarchs are important to Christian belief

God answers prayers. He answered Isaac's prayer and blessed Rebecca with two sons.

Trusting in God is worth in Christian life. God is worthy in our trials.

The sacrifice of Isaac is compared to sacrificial of the lamb in New Testament.

God sacrificed His son for our sins.

The Patriarchs' faith in God teaches Christians the following:

1. To be always patient.
2. Never to doubt God but always trust Him.
3. To sacrifice to God without questioning.
4. To be always prepared to face tests of their faith.

Activity 4.9

Group learners and ask them to read James 2:23, Galatians 3:6-9. Let them explain the verses in respect to the importance of Patriarchs.

Assessment opportunities

Observation

Observe learners discussing in groups.

Can they explain the importance of patriarchs?

Conversation

Look at the way they are discussing.

Product

Listen to their presentation.

Refer to learner's book page 94-101

| | |
|---|--|
| Religious Education Primary 8 | Unit 5: African Traditional Prophets |
| Learn about | Key inquiry questions |
| <p>Learners should learn about the African traditional prophets (e.g. Ngundeng –a Nuer prophet in South Sudan, Kinjekitile leader of Maji-maji of Tanzania). They should research African traditional prophets and their prophecies by if possible using the internet and by reading books e.g. John Mbiti.</p> <p>They should relate the concept of prophets to the prophets of the Bible. They should compare and contrast African traditional prophets and biblical prophets.</p> <p>They should work in groups to explore the sequence and role of the African traditional prophets (including their role in the pre-colonial period uprisings) and discuss the roles of prophets as God messengers.</p> <p>They should think about this in the context of their daily activities at home. They should be encouraged to debate 'African prophets are more nationalistic than biblical prophets' to promote co-operation among learners.</p> | <ul style="list-style-type: none"> • Who is a traditional prophet? • Why are African traditional prophets so important to the African society? • Roles of African prophets. • How did African traditional prophets carry out their prophecies? • What are the similarities and differences between African traditional profits and the prophets in the Bible? |

| Learning outcomes | | |
|--|--|--|
| Knowledge and understanding | Skills | Attitudes |
| <ul style="list-style-type: none"> • Know the traditional African prophets in the local community. • Understand the roles of the African traditional prophets in Africa. | <ul style="list-style-type: none"> • Discuss the similarities and differences between African traditional prophets and biblical prophets. | <ul style="list-style-type: none"> • Appreciate and show curiosity about the roles of the prophets in the pre-colonial era. |

| |
|--|
| <p>Contribution to the competencies</p> <p><u>Critical thinking</u>: About the African traditional prophets and relate this to the biblical prophets that they learnt about in a previous unit.</p> <p><u>Communication and Co-operation</u>: Debating</p> <p><u>Culture and Heritage</u>: Learning about African prophets and their role in society.</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 is about the African traditional prophets. By the end of the unit learners should be able to know the traditional African prophets in the local community and understand the roles of the African traditional prophets in Africa.

The unit explains why African traditional prophets are so important to the African society, how African traditional prophets carried out their prophecies and what the similarities and differences between African traditional prophets and the prophets in the Bible.

Using the Learner's Book

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

The different activities all have a different colour and shape, so the learners 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 learner competencies

This unit presents many opportunities for critical and creative thinking: reading and interpreting African traditional prophets role playing and identifying African traditional prophets.

Learners 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 that the teacher model communication clearly, describing appropriate features of good communication such as turn taking, active listening and full sentences.

African traditional prophets

Information for the teacher

A prophet is a person with a special power to foretell future events. As it is Christianity, African religion had prophets as well. By the end of the subtopic learners should be able to name the African prophets traditional.

Activity 5.1

Pair learners and ask them to tell each other who a prophet is. Ask them to tell each other how traditional people predicted future events. Ask them to identify traditional prophets in South Sudan.

African traditional prophets get messages from God, spirits and ancestors. They led their communities in various religious activities. Sometimes what they foretold came to happen.

Assessment opportunities

Observation

Observe learners discussing in groups.
Can they mention the traditional prophets?

Conversation

Look at the way they are discussing.

Product

Listen to their presentation.

African traditional prophets

Information for the teacher

By the end of the subtopic, learners should be able to give the prophecies of African traditional prophets:

- Ngundeng was a prophet in South Sudan.
- He predicted that Sudan would be split by war into two.
- This prediction was fulfilled in 2011 when Sudan divided into North Sudan and South Sudan.
- He foretold a leader by the name Kiir Nyal Ding who would lead South Sudan.
- It is believed that he was talking about Salvar Kiir Mayardit.

Activity 5.2

Group learners into groups of five. Ask learners to tell his or her friends the findings of the home assignment given previously on prophecies of African prophets.

Lead them to discuss the traditional prophets in South Sudan.

- Kinjekile Ngwale was a traditional prophet in Tanzania.
- He formed the Maji Maji rebellion which was a resistance movement against the German rule in Tanzania.
- The aim of the rebellion was to unite Tanzanians against German colonialists.
- The prophet used magic found in the water of River Rufiji to smear on the bodies of the movement when going to fight the white man.
- He gave his people holy water (maji) from River Rufiji to protect them from the German bullets.
- Orkoiyot Kimnyole was a prophet in Kenya during the colonial period.
- He prophesied about the coming of a snake in their land.
- He said that the snake would breathe smoke.
- He predicted the Kenya –Uganda railway line and the train which was built in the early 1990s.
- The prophecy was linked to the coming of white man to build railway line in East Africa.
- Mugo wa Kibiro was a traditional prophet.
- In his prophecy, Mugo saw the white butterflies disrupting the peace of people. The white butterflies were the white men who came to colonise African nations.
- Africa was living in peace. The coming of the white man, led to colonisation.

Assessment opportunities

Observation

Observe learners discussing in groups.

Can they mention the traditional prophets?

Conversation

Look at the way they are discussing.

Product

Listen to their presentation.

Roles of African traditional prophets

By the end of the subtopic learners should be able to state the roles of African traditional prophets.

Information for the teacher

- Some African prophets led Africans to refuse what the colonialists wanted them to do for example Kinjekitile and Orkoiyot.
- They united the people in their community.
- This helped them to send away the colonialists.
- They warned people of when to expect disasters like drought and war.
- People would then get prepared.
- They received messages from the spirits and ancestors and then told people.
- They led people in worship.

Activity 5.3

Pair the learners and ask them to remind each other about the African traditional prophets they have learnt. In groups, ask learners to role play African prophets. Lead learners to identify the roles of the African prophets.

Assessment opportunities

Observation

Observe learners discussing in groups.

Can they mention the traditional prophets?

Conversation

Look at the way they are discussing.

Product

Listen to their presentation.

Importance of African traditional prophets to the society

Information for the teacher

Africans were able to win the European colonialists due to unity brought by the prophets. Africans would be prepared of dangers ahead due to prophecies. Messages from the God and the spirits would reach the people through the prophets.

Through the prophets people were able to tell the spirits and ancestors what they wanted. Ancestors and spirits were pleased by the people's worship.

Activity 5.4

Pair learners and ask them to remind each other roles of African traditional prophets. Guide learners to explain how the work of African traditional prophets is important today.

Ask learners to find out more information on the importance of the African prophets from their parents.

Assessment opportunities

Observation

Observe learners discussing in groups.

Can they identify importance of the traditional prophets?

Conversation

Look at the way they are discussing.

Product

Listen to their presentation.

Similarities between African traditional prophets and prophets in the Bible

Information for the teacher

By the end of the subtopic, learners should be able to tell the similarities between African traditional prophets and prophets in the Bible. Prophets in the Bible and in African Traditional Society acted as middlemen between God and people. Both prophets also offered sacrifices.

They both predicted future events. Prophets on both sides had supernatural powers given by God (Jeremiah 1:9). Both also lived good lives that could be copied by people.

Activity 5.5

Ask learners to re-tell the Major Prophets in the Bible. In groups, ask them to read Isaiah 6:8-10. Lead the learners to identify from the above verse a character of the major prophets in the Bible. Ask learners to identify similarities between African prophets in the Bible. Group learners and let them write the roles of prophets in the Bible and in the African traditional prophets.

Assessment opportunities

Observation

Observe learners discussing in groups.

Can they identify similarities in the two types of prophets?

Conversation

Look at the way they are discussing.

Product

Listen to their presentation.

Differences between prophets in the Bible and African traditional prophets

Information for the teacher

By the end of the sub-unit, learners should be able to identify differences between African traditional prophets and prophets in the Bible. In the Bible prophets believed in one God while African traditional prophets believed in God, ancestors and spirits.

In the Bible prophets received power directly from God, while African traditional prophets got powers from ancestors and spirits.

Activity 5.6

In groups ask learners to re-tell each other how prophets in the Bible were called. Lead learners to tell how African traditional prophets received their revelations. Ask learners to look at the diagrams in the learner's book. Lead them to identify how the prophecies in the Bible were fulfilled. Ask learners to tell each other how predictions of African prophets were fulfilled.

In the Bible, God's prophets were opposed and rejected while all African traditional prophets were respected and obeyed by the society.

Bible prophets' messages were recorded and preserved in writings, unlike those of the African traditional prophets which were done direct on the ground.

Biblical prophets centered their message on God's salvation, unlike African traditional prophets who were centered on personal interest or the community interest.

Assessment opportunities

Observation

Observe learners discussing in groups.

Can they identify differences in the two types of prophets?

Conversation

Look at the way they are discussing.

Can they communicate appropriately?

Product

Listen to their presentation.