



South Sudan

# Primary CRE

# Teacher's Guide 1

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 1 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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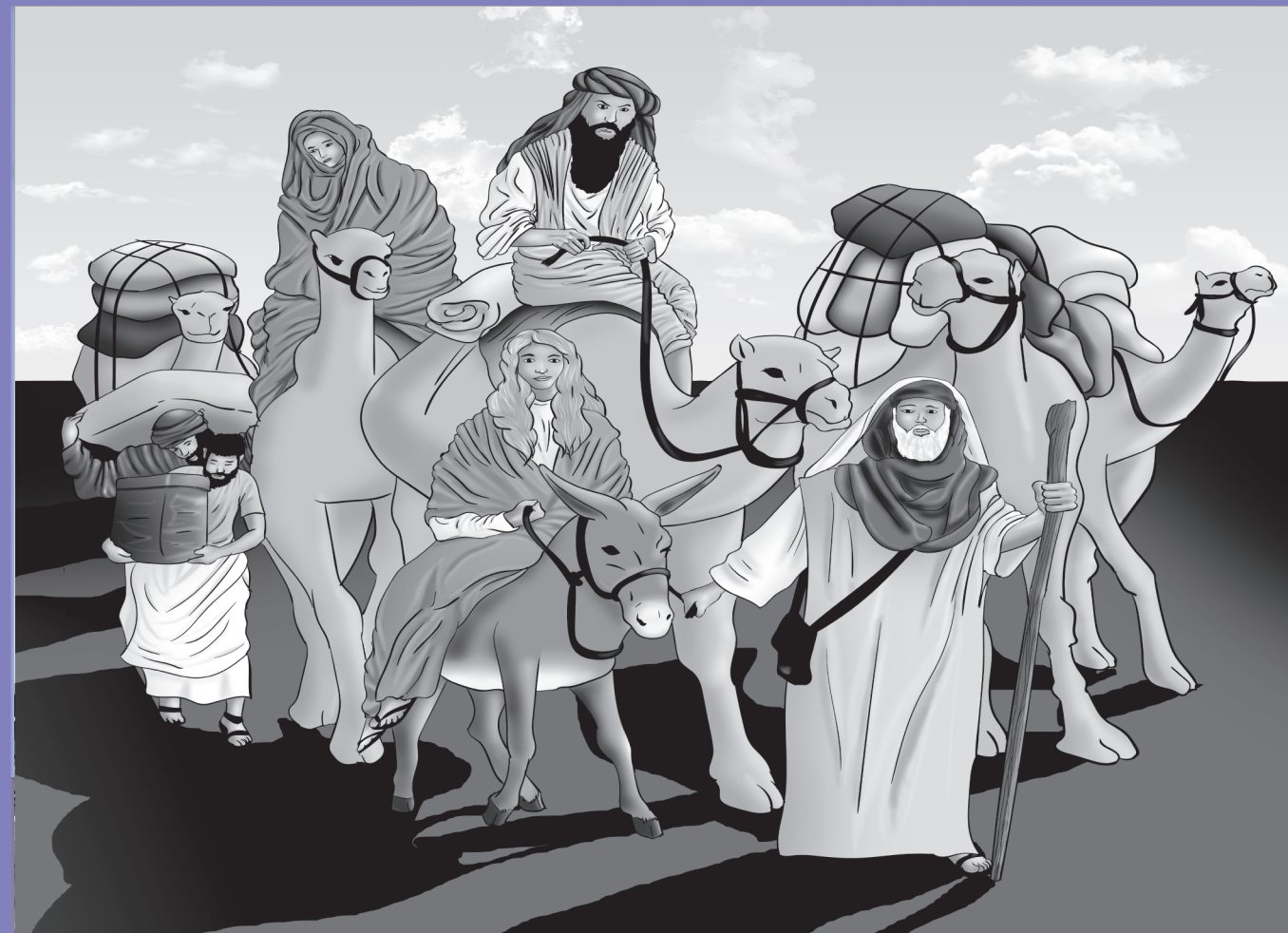
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# Christian Religious Education

## Teacher's Guide 1

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## FOREWORD

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

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

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

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



Deng Deng Hoc Yai, (Hon.)

**Minister of General Education and Instruction, Republic of South Sudan**



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

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

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

Based on a competency-based curriculum; The teacher's guide, as well as the pupils' Book provide learning outcomes in knowledge and understanding, values and national cohesion and their integration into the curriculum.

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

## **The Book Structure**

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

## **Organisation of the teacher's guide**

Each strand consists of the following:-

1. Unit
2. Specific learning outcomes
3. Key inquiry questions

4. Core competencies to be developed
5. Links to other subjects
6. Learning activities

## **1. Units**

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

## **2. Sub-strands**

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

## **3. Specific learning outcomes**

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

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

## **4. Key inquiry questions**

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

## **5. Core competences to be developed**

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

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

## 6. Links to other subjects

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

## 7. Learning activities

Learning activities are expected to engage pupils in an interactive learning process as much as possible (pupil-centred and participatory approach). They outline guidelines on how to facilitate the pupil's activities in a way that promotes the development of core competences, values, skills and attitudes. It also provides a way that the teacher can cater for the different special education needs with a consideration to the nature and requirements of the lesson.

Suggestions on when to arrange the pupils in groups have been made in this Teacher's Guide. You are encouraged to group the pupils during all lessons. This is because it allows all pupils to participate and develop their communication skills.

However, bear in mind the special educational needs, gender balance, and the ability of the pupils. Ensure minimum movement when grouping the pupils and encourage them to speak in low tones so not to disturb others.

## The Teaching Process

At every level structured in units and sub-units. They are further broken down into lessons.

- A lesson is aligned with the number of activities.  
Each lesson has learning outcomes whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the pupils.
- Some learning outcomes focus on knowledge and understanding. These are associated with Lower Order Thinking Skills or LOTS.
- Other learning outcomes focus on acquisition of skills, attitudes and values. They are associated with Higher Order Thinking Skills or HOTS. These learning objectives are actually considered to be the ones targeted by the new curriculum. For example:

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

There are suggestions of activities and written exercises for pupils. In this digital era there are activities where computer devices are necessary.

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

## **Activities for oral lessons**

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

## **Teaching Methods**

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

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

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

### **(i) Demonstration**

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

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



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

## **(ii) Questioning technique**

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

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

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

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

## **(iii) Role play**

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

#### **(iv) Individual work**

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

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

#### **(v) Discussion**

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

**An effective discussion is characterised by the following:**

- (i) A group atmosphere should prevail where all are actively involved.
- (ii) Participation should be critical and reflective with lots of cooperation.
- (iii) All in class should share in decision making and conclusions reached.
- (iv) Your role is that of a guide and sometimes that of a facilitator.

#### **(vi) Discovery method**

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

#### **Note:**

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

## **Grouping pupils**

Grouping pupils 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. Groups of pupils can be formed by one or all of the following:

- (a) Similar ability grouping
- (b) Mixed ability grouping
- (c) Similar interests grouping
- (d) Needs grouping
- (e) Friendship grouping
- (f) Sex grouping

### **Grouping pupils has several advantages such as:**

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

The type of "grouping" that you may choose depends on:

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

However, you must be flexible enough to adjust or change your type of grouping to cope with new situations. There is no fixed number of pupils that a group must have. This again will be dictated by factors such as the task to be done, the materials, characteristics of pupils in your class, size and the space available. However, groups should on average have between four to five pupils. You can also resort to pair work and individual work depending on the nature of the content being taught at the time.

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

## **Important attitudes in learning of CRE**

### **a) In pupils**

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

### **Practical approach to problem solving**

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

- **Responsibility**

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

- **Cooperation**

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

- **Curiosity**

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

- **Self-confidence**

Pupils should have the will to attempt to solve a problem. The feeling of self-confidence can be strengthened in young pupils if they experience many small

successes that win approval and encouragement from the teacher. The problems which pupils attempt to solve should not be so difficult that they lead to frustration.

- **Honesty**

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

- **Patience**

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

## **b) In teachers**

- Engage pupils in a variety of learning activities.
- Apply appropriate teaching and assessment methods.
- Adjust instructions to the level of the pupil.
- Encourage creativity and innovation.
- Make connections or relations with other subjects.
- Show a high level of knowledge of the content.
- Develop effective discipline skills to manage the classroom adequately.
- Be a good communicator.
- Be a guide and counselor.
- Have strong passion for children, teaching and learning.

## **Teaching resources**

These refer to materials that you require during the teaching process. They include:

- The Bible
- The classroom
- Textbooks
- Wall charts, Cards, pictures and wall maps
- Classroom objects
- Models
- Resource persons

- Social facilities such as health centres, mosques, other learning institutions and community organisations.
- Enterprises such as agricultural farms, industries and others.

## **Conclusion**

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

- Encourage and guide the pupil to read the Biblical texts.
- Go through the expected learning objectives – this should help guide the manner of teaching.
- Read through the activity 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.



# UNIT 1

# Creation Story

|   |   |   |
|---|---|---|
| <b>Religious Education Primary 1</b>  |   | <b>Unit 1: The Creation Story</b>   |
| <b>Learn about</b>  |   | <b>Key inquiry questions</b>  |
| <p>Pupils should listen to a simplified version of the story of creation. They should know that this story comes from the Bible. They should talk with their teacher about its meaning. They should identify animals in their surroundings. They should be introduced to other creation stories (e.g. <i>African traditional belief, Islam, and Hindu</i>). They should talk with their teacher about the similarities and differences of the various creation stories.</p> <p>They should draw a picture or make a collage depicting the creation story.</p> |   | <ul style="list-style-type: none"> <li>• What does the Bible tell us about the story of creation?</li> <li>• What do people in some other faiths believe?</li> <li>• How can the creatures be classified?</li> <li>• How significant is the creation story to our world today?</li> </ul> |
| <b>Learning outcomes</b>  |   |   |
| <b>Knowledge and understanding</b>  | <b>Skills</b>   | <b>Attitudes</b>  |
| <ul style="list-style-type: none"> <li>• Understand the Bible story of the creation.</li> </ul>   | <ul style="list-style-type: none"> <li>• Discuss simply the importance of the story of creation to Christians.</li> <li>• Relate the story to the world about them.</li> <li>• Classify simply the different creatures created by God in the Garden of Eden.</li> </ul> | <ul style="list-style-type: none"> <li>• Respect and protect all living things.</li> <li>• Develop respect and tolerance for other people's beliefs.</li> </ul>   |
| <p><b>Contribution to the competencies:</b></p> <p><b>Critical thinking:</b> About the importance of the creation story for christians today.</p> <p><b>Communication:</b> Listening and discussing the story of creation.</p> <p><b>Co-operation:</b> Listening to what others say.</p> <p><b>Heritage and culture:</b> Learning about traditional African belief.</p>   |   |   |
| <p><b>Links to other subjects:</b></p> <p><b>Art:</b> Drawing or making a collage</p> <p><b>Science:</b> Classifying</p> <p><b>Cross-cutting issues</b></p> <p><b>Environment and Sustainability:</b> Identifying animals around them</p>   |   |   |

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This part of the unit looks at the different creatures that God created for six days. It goes on outlining God's creation from the first day to the sixth day. It guides the pupils to understand that everything on the earth was created by God. It gives emphasis on protection and sustainability of the environment for the future generations. A part to the learning is an environmental person to the school to talk about the importance of conserving and protecting the environment.

## **Using the Pupil's Book**

There are both words and pictures in the textbook. Note that your pupils will not be able to read all these words well. So it is important that you read them out to the pupils as you start each lesson. You should model reading which will help their development. The pupils can copy each phrase you do.

The different activities have a different colour and shape, the pupils will start associating them with the activity and begin to recognise some of the new words.

Since these are young pupils, don't expect them to read these words yet.

It is good to have posters with some words written on them. This will make pupils to get used to them and get familiarised with their spellings. As the learning continues, they will finally read some of these words.

## **The pupils competencies**

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

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

In their discussions and presentations in groups or as a whole class, there are many opportunities for communication. It is important in primary one that the

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

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

## **Cross-cutting issues**

The unit contributes to life skills (talking about ways of protecting the environment). It promotes peace education by working in groups.

## **Introduction**

Read to the pupils the key points of this unit in class as introduction before activity 1.

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

Do they know anything about the story of creation?

### **Activity 1: (Refer to Pupil's Book page 1)**

Ask pupils in pairs to tell each other things they have seen from their nature walk.

Let the pair present in class what they have discussed. Make sure each pair has a turn.

Have they seen the same things? Some of the answers they can give include; cow, goat, sheep, cat, dog, trees, crops, birds among others.

Correct the pupils where they have given wrong answers. Go round and check what pupils have drawn. Are they similar to what they saw on their nature walk? Have someone drawn something different from what they saw? Make corrections where necessary.

Go round to ensure every pupil has drawn the correct things. Ask them to discuss in class about who created things they saw on their nature walk. Are they able to tell the person who created the things? Guide them to understand that Christians believe that God created everything.

Draw pictures on manila papers and display around the classroom for everyone to see. Write captions for the pictures you have displayed on the manila papers. This will make pupils to be familiarised with the pictures and their names. With time, they will be able to tell what God created.

## Assessment opportunities

### Observation

Observe the pairs discussing the things they saw from their nature walk.

Are pupils able to mention things they saw from their nature walk?

### Conversation

Observe the pairs discussing things they saw on their nature walk.

Tell them things that they have not mentioned in their discussion.

Tell pupils that Christians believe that God created everything.

### Product

Go round the class and check what pupils have drawn. Are they similar to what they had seen from their nature walk?

## Activity 2: Gods creation (*Refer to Pupil's Book page 1*)

Ask pupils to look at the pictures on page 1 and suggest what they can see. The pictures are about what God created on the first and second day.

Ask the pupils in pairs to discuss what God created on the first and second day.

Ask them to draw pictures of what God created on the first and second day.

Guide them to label the drawings and go round from group to group scribing to the pupils to understand the meaning well.

### Home work

#### *Expected answers*

1. The sky, moon and stars
2. pupils should be able to draw the moon, sky and stars
3. Pupils should have similar drawings.
4. Make sure that they have drawn similar things and write their names; moon, sky and stars.

## Activity 3: (*Refer to Pupil's Book page 3*)

Ask someone from each group to say what God created on the first and second day.

Ask the pupils to take turns in showing their drawings one at a time to the rest of the class to see if they can guess what God created.

Encourage clear answers, comments and questions about the drawings at the end of the lesson. Ask them to share what they have learnt with their parents when they go home.

Tell the pupils that you expect them to share any conversations or information that they have explored at home.

## **Assessment Opportunities**

### **Observation**

Observe the pairs discussing God's creation.

Can they write them down?

### **Conservation**

Talk with the pupils while discussing in groups.

Make them to understand.

### **Product**

Look at the drawings. They should know what God created on the first and second day.

### **Activity 4: Plants and sea** (*Refer to Pupil's Book page 4*)

Ask pupils to look at the pictures on page 4 and suggest what they can see.

Ask them to be in groups and identify what they have seen.

Ask the pupils to draw pictures of the trees and try to label them if they can. Help them by going group to group and scribing.

### **Activity 5:** (*Refer to Pupil's Book page 4*)

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

Encourage clear answers, comments and questions about the drawings.

Let the pupils keep the drawings for the next lesson. At the end of the lesson, ask them to talk about this with their parents when they get home.

## **Assessment opportunities**

### **Observation**

Observe the pairs drawing what they observed.

Can they draw what they observed?

### **Conversation**

Talk to the pupils while discussing the importance of protecting trees.

### **Product**

Look at the drawings. Do they show images of the trees? (The images should not be real because this is not an Art class!)

## **Activity 6: (Refer to Pupil's Book page 7)**

Ask the pupils to observe the pictures from the Learner's Book page 7.

Guide the pupils to discuss what they see. Have they seen the same things?

Has someone seen something different? The teacher should display pictures on the flash cards and manila papers around the classroom for pupils to see. Remind pupils that Christians believe that God created the sea creatures and birds on the fifth day.

## **Assessment opportunities**

### **Observation**

Observe the pupils as they tell what they can see from the picture.

They should be able to identify birds and some of the sea creatures like fish.

### **Conversation**

Talk to the pupils while discussing what they have observed in the picture.

Tell them that God created birds and sea creatures such as fish on the fifth day.

### **Pair work**

Guide the pupils to observe the pictures from the Pupil's Book page 8.

They should be able to identify the camel, sheep, cow, goat, cat, dog and donkey.

The pairs should be able to tell things we get from the animals identified in the pictures.



## **Activity 7: Wild animals** (*Refer to Pupil's Book page 9*)

Pupils to observe the pictures on page 9 from the Pupil's Book about the wild animals.

They should be guided to understand that these are animals found in the forest.

Are pupils able to tell animals that live in the forest? Do they know the animals?

Guide the pupils to identify the animals in the picture.

Let them write the names of what they have observed.

### **Assessment opportunities**

#### **Observation**

Observe the pupils identifying the animals from the picture.

Guide them while identifying the animals.

#### **Conversation**

Talk to the pupils while identifying the names of the animals.

Have they understood?

#### **Product**

Read the answers the pupils have given to the class.

#### **Home work**

Check the animals pupils have drawn. It should show animals that they keep at home.

Make sure each pupil has shown his or her drawings. The drawings can be different because they are only drawing animals they have at home.

Provide the pupils with crayons if the school can manage, so that they can colour what they have drawn.

Let them compare their drawings with friends in class.

You can write the names on manila papers and display around the classroom for pupils to see.

## **Class activity**

Ask pupils to work in groups and draw a pictures of a boy and a girl.

They should take turns to show their drawings to their group and see if they can guess what the picture is about.

Pick a good example from each group to come in front and show the class.

Ask the pupils to work in groups and take turns to role play on how God created human being.

## **Assessment opportunities**

### **Observations**

The teacher should know that this is not real acting. You are only trying to observe if they understand what God created.

### **Conversation**

Talk to the pupil while discussing on the person that created human beings.

### **Product**

Look at what the pupils have drawn. Do they resemble human beings?

## **Activity 8: (Refer to the Pupil's Book page 13)**

Draw what God created from the first day to the sixth day.

Arrange pupils in groups of seven to display the flash cards in front of the class for others to observe. They should stand in order from the first day to the seventh day. Are pupils able to tell what God created from the first day to the last day? Ask them to draw what they have observed on the flash cards.

Draw the pictures showing what God created from the first day to the last day. The drawings should be displayed around the class for pupils to see. Remind them once more that Christians believe that God created everything.

## **Assessment opportunities**

### **Observation**

Ask pupils to observe pictures displayed on the flash cards.

They should be able to identify the pictures and appreciate God for his work.

### **Conversation**

Go round the class explaining about God's creation and the need to protect what God created.

### **Product**

Display pictures of what pupils have drawn in the class.

### **Check your progress**

Similarities and differences of the Christian story of creation and other religions.

- Both Christians and the Africans believe that God is the creator of everything.
- Muslims also believe that God is the creator of everything according to the Quran.
- Christians believe that human beings were created by God while other Africans believe that human beings were not created by God.
- Introduce the pupils to other local stories about creation in South Sudan.

# UNIT 2

# The Ark of Noah

|   |   |   |  |
|---|---|---|--|
| Religious Education Primary 1   |   | Unit 2: The Ark of Noah and the Rainbow   |  |
| <b>Learn about</b>  |   | <b>Key inquiry questions</b>  |  |
| <p>Pupils should listen to the story of the Ark of Noah and the Rainbow. They should be taught that this is a story from the Bible. They should discuss with their teacher how Noah built the Ark and talk about the colours of the Rainbow. They should think about the animals Noah took with him and compare them to the animals that they see around them. They should understand that other faiths have similar stories (e.g. <i>Islam and Judaism</i>).</p> <p>They should work in groups to draw a picture of the Ark of Noah, the Rainbow, and the different type of animals that Noah took with him in the boat.</p> |   | <ul style="list-style-type: none"> <li>• What does the Bible tell us about the story of the Ark of Noah and the Rainbow?</li> <li>• What do people in some other faiths believe about the story?</li> <li>• What does the rainbow signify to us?</li> <li>• What different types of animals did Noah take?</li> </ul> |  |
| <b>Learning outcomes</b>  |   |   |  |
| <b>Knowledge and understanding</b>  | <b>Skills</b>   | <b>Attitudes</b>  |  |
| <ul style="list-style-type: none"> <li>• Understand the Biblical story of the Ark of Noah.</li> <li>• Know the different types of animals found in the Ark of Noah.</li> </ul>  | <ul style="list-style-type: none"> <li>• Say why the Rainbow is important to Christians.</li> <li>• Classify the different types of animals that went with Noah.</li> </ul> | <ul style="list-style-type: none"> <li>• Appreciate Noah as an upright man who was favoured by God.</li> <li>• Respect and protect all animals, including those that Noah took into the Ark.</li> <li>• Value the rainbow as sign of covenant between God and humanity.</li> </ul>                                    |  |
| <b>Contribution to the competencies</b>   |   |   |  |
| <b>Critical thinking:</b> Understanding the significance of the rainbow and that other faiths have similar stories  |   |   |  |
| <b>Communication:</b> Talking with their teacher about the story  |   |   |  |
| <b>Co-operation:</b> Making a picture together  |   |   |  |
| <b>Links to other subjects</b>  |   |   |  |
| <b>The Arts:</b> Drawing  |   |   |  |
| <b>Science:</b> Classification  |   |   |  |
| <b>Mathematics:</b> Different colours of the rainbow; counting the animals  |   |   |  |
| <b>Cross-cutting issues</b>   |   |   |  |
| <b>Peace education:</b> Engaging in group work  |   |   |  |

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This part of the unit looks at how God destroyed all the living things on the earth by use of a flood. It explains how God told Noah to make the ark to save his family and every male and female animals and birds during a flood. A key part in the learning is a pastor to the school to talk about the story of Noah comprising the ark and the rainbow after which God made a covenant with Noah and promised never to destroy the earth again by use of a flood.

## **Using the Pupil's Book**

There are both words and pictures in the Pupil's Book, and your pupils will not yet be able to read all these words well. It is important to read them out to the pupils as you start each activity. You should model reading which will help their development.

The different activities all have a different colour and shape. The pupils will start associating them with the activity and begin to recognise some of the new words.

It is good to have posters with some words written on them. This will make pupils to get used to them and get familiarised with their spellings.

## **The Pupil competencies**

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

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

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

## **Cross-cutting issues**

The unit contributes to life skills (Modelling and drawing the ark of Noah with the animals). It promotes peace education by working in groups.

## **Introduction**

Read to the pupils the key points in this unit as introduction before activity 1.

Hold a general class discussion about the story of Noah and the ark.

Find out if pupils know anything about the story of Noah and the ark.

## **Activity 1: Noah building the ark** (*Refer to the Pupil's Book page 21*)

Ask pupils to look at the picture in the Pupil's Book.

Guide them to discuss in pairs what is happening in the picture.

The key thing here is pupils to understand that God told Noah to build the ark and he did as God commanded him.

Let them present in class what they have drawn.

Ask them to explain why God told Noah to build the ark.

You can help this by going round from one group to another explaining to the pupils.

## **Assessment opportunities**

### **Observation**

Observe the pair as they help each other in drawing the ark of Noah.

Are they able to draw the ark of Noah?

### **Conversation**

Talk to the pupils why Noah builds the ark.

Do they understand why Noah build the ark?

### **Product**

Look at what the pupils have drawn. Do the drawings resemble the ark of Noah?



## **Class activity** (*Refer to the Pupil's Book page 20*)

Ask pupils to observe the picture from the Pupil's Book.

The picture is about Noah building the ark. Guide the pupils to talk about what they have observed in the picture. Let them share in class what they have observed in the picture.

Ask the pupils whom they think is building the ark. Let them draw Noah building the ark and colour it.

The teacher should draw Noah building the ark on a manila paper and display around the classroom for the pupils to see. Check what they have drawn and make corrections where necessary.

Tell them that a boat or the ark is an instrument that floats on water.

### **Assessment opportunities**

#### **Observation**

Walk around the classroom to check what pupils have drawn. The drawings should resemble people building the ark.

#### **Product**

Display what pupils have drawn in class for others to see. Pick the best drawing and use it as an example.

## **Activity 2: The family of Noah** (*Refer to the Pupil's Book page 22*)

God punished people by use of a flood. Are the pupils able to explain the story of Noah and his family?

Listen to their explanations about the story of Noah, his family and how God destroyed human beings by use of a flood.

There is no wrong or right answer. Only look for the reasons why the pupils think so. You can make corrections where necessary.

Go round from one group to another looking at what they have drawn.

### **Assessment opportunities**

#### **Observation**

Observe the pairs discussing the answers.

Are they able to identify the family of Noah from the picture?

### **Conversation:**

Talk to the pupils while discussing the reasons to why God safety Noah and his family.

### **Product:**

Read the explanations they have given.

## **Activity 3: Animals entering the ark** (*Refer to the Pupil's Book page 23*)

Ask pupils to observe the picture from the Learner's Book.

Ask the pairs to identify the animal in the picture. Are they able to identify the animals?

They should also identify the birds in the picture. Have they identified the animals and birds?

Let them take turns in explaining what they have identified. They should compare the animals with what they keep at home. They should write the names of animals identified in the picture.

Remind them about animals they learnt in the story of Creation.

Write the animals they have mentioned on the manila paper and display around the classroom.

Remind them that Noah took every male and female animal with every male and female bird in the ark.

Make sure they understand that this is a real story from the Bible.

Guide the pupils to draw the animals as they have seen in the picture.

### **Assessment opportunities**

#### **Observation**

Listen to the pupils as they identify the animals in the picture.

Guide them to compare the animals as they have with what they keep at home.

## **Conversation**

Talk to the pupils as they discuss the animals in the picture and what they keep at home.

Make them understand that animals and birds entered the ark in pairs.

## **Product**

Read the answers to the class.

## **Group work**

This is about the decision of God to destroy human race and spare Noah with his family.

Pupils should understand that Noah was a good man; he obeyed the commandments of God and stayed holy. Pupils should be told the importance of obeying God and the consequences of disobedience.

Tell the pupils the consequences of disobedience and why they should respect the commandments of God.

Introduce the pupils to a local story where one person disobeyed the rules and was punished and the other one followed the rules and was rewarded.

## **Assessment opportunities**

### **Observation**

Guide the pupils to sing the song of Noah in their local language.

Explain to them the meaning of the song.

### **Conversation**

Talk to the pupils while singing the song in class.

Do they understand the meaning of the song?

Make sure they understand by explaining to them the meaning.

### **Product**

Read what pupils have told you.

## Activity 4: The rainbow (Refer to Pupils book Page 26)

Ask pupils to observe the rainbow under the guidance of the teacher.

Let them identify the seven colours of the rainbow they have observed.

Use a glass of water with a basin to demonstrate formation of a rainbow.

Let the pupils explain what they have observed. Guide them by naming the colours of the rainbow they have observed.

They should know that a rainbow was a sign of covenant that God made with Noah.

Draw the rainbow they have observed and display on the wall in class for pupils to understand.

The seven colours of the rainbow.

- Red
- Orange
- Yellow
- Green
- Blue
- Indigo
- Violet

Tell them that the rainbow is formed during the rainy season with sunny weather.

**NOTE:** Don't tell pupils to observe the rainbow at home during rainy season. It is dangerous and it can affect their eyes.

Guide the pupils in drawing the rainbow.

Provide pupils with seven different crayons if the school has the resources for them to colour the rainbow they have drawn. Go round the class checking what pupils have drawn and coloured.

Display in class what they have drawn. Appreciate what they have drawn to encourage them.

### Assessment opportunities

#### Observation

Observe the pairs discussing the colours of the rainbow.

Are they able to recall the seven colours of the rainbow they have learnt?

## Conversation

Talk to the pupils the seven colours of the rainbow while discussing the answers. Can they make the difference between the seven colours of the rainbow?

Tell them that a rainbow was used as a sign of a covenant God made with Noah.

## Product

Observe what the pupils have drawn.

Do they resemble the rainbow?

## *Check your progress*

1. He will never destroy the earth again by use of a flood.
2. Covenant.
3. Rainbow

## **Activity 5: Story telling** (*Refer to the Pupils Book Page 27*)

Ask the pupils to recite the poem in pairs.

Let one member from each group tell a story about the poem they have recited.

Tell them that the seven colours of the rainbow make it to look beautiful.

Christians believe that God used the rainbow as a sign of covenant between Him with Noah.

## Assessment opportunities

### Observation

Observe the pupils as they tell a story about the seven colours of the rainbow.

Are they able to identify the seven colours of the rainbow?

### Conversation

Talk to the pupils while discussing the seven colours of the rainbow.

Are they able to differentiate the seven colours of the rainbow?

### *Expected answers*

2. God
  - Red
  - Orange

- Yellow
- Green
- Blue
- Indigo
- Violet

## Teaching notes

- During the time of Noah everyone was evil apart from Noah.
- God decided to destroy human beings on earth and everything using a flood.
- God told Noah why He wanted to destroy the earth and everything that was there.
- God told Noah to build the ark for himself out of good timber. He told him to make rooms in it and cover it with tar inside and out.
- God promised to make a covenant with Noah when the floods are over.
- He told him to go into the boat with his wife, the sons and their wives.
- He told him to go into the boat with a male and a female of every kind of animal and every kind of bird, in order to keep them alive.
- He told him to take a long with food for his family and the animals in the boat.
- It rained forty days and nights.
- After the rain has stopped God made a covenant with Noah.
- The symbol of the covenant and all human races was a rainbow.
- God promised never to destroy the earth again using a flood.

# UNIT 3

# Angel Gabriel's Messages

|   |   |  |
|---|---|--|
| Religious Education Primary 1   |   | Unit 3: The Angel Gabriel's Messages   |
| <b>Learn about</b>  |   | <b>Key inquiry questions</b>   |
| <p>Pupils should listen to the story of the Angel Gabriel's message to Mary and Zechariah and discuss it with their teacher. They should know that this is a story told in the Bible. They should learn that other faiths have stories about the Angel Gabriel, and Mary and Zechariah. They should know about the roles of the Angel Gabriel and the songs of Mary and Zechariah.</p> <p>They should work in groups to dramatise the appearance of the Angel Gabriel to Mary.</p> <p>Pupils should draw a picture or choose their own way of representing the Angel Gabriel, Mary and Zechariah e.g. <i>make a collage or model.</i></p> |   | <ul style="list-style-type: none"> <li>• What does the Bible story tell us about Angel Gabriel?</li> <li>• What messages did Angel Gabriel bring to Mary and Zechariah?</li> <li>• What do people in some other faiths believe about the Angel Gabriel's messages to Mary and Zechariah?</li> <li>• How important is the message to us?</li> </ul> |
| <b>Learning outcomes</b>  |   |  |
| <b>Knowledge and understanding</b>  | <b>Skills</b>   | <b>Attitudes</b>   |
| <ul style="list-style-type: none"> <li>• Understand who the Angel Gabriel is.</li> <li>• Tell the message of Angel Gabriel to Mary.</li> </ul>  | <ul style="list-style-type: none"> <li>• Can say the response of Mary and Zechariah to Angel Gabriel messages?</li> </ul> | <ul style="list-style-type: none"> <li>• Appreciate and value Mary as the mother of Jesus and Zechariah as the father of John the Baptist.</li> <li>• Respect for other people's beliefs.</li> </ul>   |
| <p><b>Contribution to the competencies:</b></p> <p><b>Critical thinking:</b> Discussing the Angel Gabriel messages to Mary and Zechariah.</p> <p><b>Communication:</b> Making relevant contributions to discussions</p> <p><b>Co-operation:</b> Working in groups</p>   |   |  |
| <p><b>Links to other subjects:</b></p> <p><b>Art:</b> Artwork</p>   |   |  |

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

The unit looks at how the angel Gabriel was send by God to deliver a good message to Zechariah and Mary about the birth of John and Jesus. It goes on to explain how God used angel Gabriel to bring good news to Mary and Zechariah. It helps the pupil to accept good messages from teachers, parents and some of their good friends. A key part to learning is the school messenger to talk to the pupils about his or her work and response of people towards the message he or she delivers.

## **Using the Pupil's Book**

There are both words and pictures in the Pupil's Book, and your pupils will not be able to read all these words. It is important to read them to the pupils. By doing so, you will be modelling reading and will help their development.

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

Do not expect them to be able to read these words yet.

However, it is helpful to have some words around on posters or boards so that they get used to seeing them and become familiar with spellings.

## **The pupil's competencies**

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

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

In their discussions and presentations in groups or as a whole class, there are many opportunities for communication. The teacher should model communication clearly, describing where appropriate features of good communication such as turn taking and active listening.



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

## **Cross-cutting issues**

The unit contributes to life skills (Talking about how to accept God's message) and peace education (Engaging in common activities that bring pupils together such as discussion and group work).

## **Introduction**

You can make a summary of key questions of the unit to the pupils as a way of introductory text before activity 1.

Find out what pupils already know about angel Gabriel's message.

Do they know anything?

## **Activity 1: Angel Gabriel's message to Zechariah (*Refer to the Pupil's Book Page 29*)**

Ask the pupils to look at the picture from the pupil's book.

Ask them to discuss in pairs what is happening in the picture.

Let them think of what is happening in the picture.

You will need to explain to the pupils that Zechariah was a chief priest.

He used to burn incense in the temple. Something that smells sweet when it is burnt.

Ask them to tell you the work of the priest they know.

Challenge them by asking the questions that will make them to explore the work of priest or any religious leader.

## **Assessment opportunities**

### **Observation**

Observe the pair discussing the work of the priest or religious leader in the church.

Are they able to tell the work of the priest or religious leader in the church?

### **Conversation**

Tell the pupils that the work of the priest or religious leader is to perform the rituals in the church.

## Product

Write the work of the priest or religious leader on the chalkboard.

### **Activity 2: Song of Zechariah** (*Refer to the Pupil's Book page 34*)

#### *Song*

You will have to arrange the pupils in groups of five.

Guide them to sing the song of Zechariah.

Let them discuss the meaning of this song and the lessons they learn from the song.

Ask them challenging questions like; why Zechariah doubted angel Gabriel's message.

Do they understand why Zechariah doubted angel Gabriel's message?

Every answer is right and there is no wrong answer.

Find out why pupils are giving those answers and correct them in a friendly manner where necessary.

#### **Assessment opportunities**

##### **Observation**

Observe the pupils discussing the meaning of the poem they have recited.

Do they understand what it means?

##### **Conversation**

Talk to the pupils while discussing the meaning of the poem.

Let them recite the poem frequently. This will make them to recall the poem well.

### **Activity 3: Role play the appearance of angel Gabriel to Zechariah** (*Refer to the Pupil's Book page 34*)

Ask the pupils in pairs to dramatise the appearance of angel Gabriel to Zechariah.

Ask them to demonstrate on how angel Gabriel and Mary talked to each other during that incident.

Let the pupils discuss the roles they have played.

Make sure every group has a turn in the presentation.

## Class Activity

Let the pupils present in class the lessons they have learnt from the play.

Do they understand what they have learnt from the play?

Explain to the pupils the hidden meaning of the message from the play.

Let them understand that God can give anything you ask for regardless of your age.

Encourage pupils to have faith in God as He is always faithful to his people.

## Assessment opportunities

### Observation

Observe the pupils discussing the lessons they have learnt from the role play.

Do they understand the message from this role play?

### Conversation

Talk to the pupils while discussing the key points from the play.

Have they understood?

### Product

Read the oral presentation.

### Pair work

*The song of Zechariah*

*Let us thank the Lord of Israel,  
God has come to help his people,  
He has given us a powerful saviour.*

Ask the pupils in pairs to sing the song of Zechariah. Guide them to facilitate the learning process.

Ask them to share in groups of four what they have learnt.

Make sure each pair has a turn in the presentation.

Encourage positive comments and answers from the pupils.

Let them share with their parents or guardians when they go home about Zechariah's song.

Let them share with others in class what they have learnt. Ask them challenging questions to know if they have understood the song.

## **Assessment opportunities**

### **Observation**

Observe the pair as they sing the song.

Can they sing it in fluently?

### **Conversation**

Talk to the pupils while discussing the meaning of Zechariah's song.

### **Product**

Read to them the meaning of the song.

### *Check your progress*

1. A priest
2. Elizabeth
3. News
4. John

## **Activity:** *(Refer to the Pupil's Book page 40)*

Arrange the pupils in groups of five to sing the song of Mary mother of Jesus in their local language.

Let each group present in class their song.

Pupils come from different churches, they can sing according to the way it is done in their church.

They should know that Mary was favoured among all the women.

## **Assessment opportunities**

### **Observation**

Observe the pupils as they sing the song. Can the pupils sing the song well?

## Conversation

Tell the pupils the meaning of the song as they discuss in groups.

### **Activity 4: Role play (Refer to the Pupil's Book page 39)**

Ask pupils to role play the appearance of angel Gabriel to Mary.

Ask them to guess the role they are playing. Do they understand the role they are playing?

Let each group present their play in class. Make sure each group have presented their play.

Tell them that Mary was virgin and she wondered how she will be pregnant.

The angel told her that she will conceive through the Holy Spirit.

Ask them why God decided to use Mary as the mother of our Lord Jesus Christ.

## Assessment opportunities

### Observation

Observe the pupils role playing the appearance of angel Gabriel to Mary.

Tell them that Mary was chosen among all the women.

### Conversation

Talk to the pupils while role-playing the appearance of angel Gabriel to Mary.

Ensure pupils understand the context of the play well.

### Product

Tell the pupils what they have mentioned by writing on the board.

### *Check your progress*

1. Gabriel
2. Jesus
3. Holy spirit
4. The most High God

## Activity 5: Song of Mary (Refer to the Pupil's Book page 41)

*My heart praise the lord,  
My heart is happy,  
God is my saviour,  
He has remembered me.*

*I am blessed,  
God cares for me,  
He has done great things,  
He is holy.*

Ask the pupils to sing the song of Mary in pairs. Ask them to discuss the meaning of the song.

Let them present in class what they have discussed in the song of Mary.

Guide the pupils to understand that Mary sung this song after receiving good news from angel Gabriel.

Guide the pupils to sing this song in their local language. Let them explain the meaning of the song.

### **Assessment opportunities**

#### **Observation**

Observe the pairs as they sing the song of Mary.

Can they sing it well?

#### **Conversation**

Talk to the pupils while discussing meaning of the song. Have they understood?

#### **Product**

Read the answers pupils have given.

## *Homework*

1. Gabriel
2. Priest
3. Jesus

## **Teaching notes**

- Zechariah and Elizabeth came from priest families.
- They were very old and had no child.
- Zechariah was a priest.
- One day as he was taking his daily turns of burning incense in the temple, angel Gabriel appeared to him.
- Zechariah was very afraid.
- The angel told him that he will have the son.
- He doubted the angel's message because he was very old just like his wife Elizabeth, and said that it was not be possible.
- Angel Gabriel told him that since he has doubted God's message, he will not be able to speak until the child is born.
- When he came out not able to speak, the group of people that were praying outside the temple were surprised as Zechariah could not speak.
- He remained like that until his son was born.
- When he was asked the name of the child, he just wrote the name John on a tablet and he was able to speak again.
- God send angel Gabriel to a young woman in Nazareth called Mary.
- He told her that she was to be pregnant through the Holy Spirit.
- Mary asked him how that could happen yet she was a virgin.
- The Angel told her that she will be pregnant through the power of the Holy Spirit.
- The Angel also told her about her relative Elizabeth who was pregnant.
- She was now six months pregnant even though she was very old.
- Mary told the Angel that she is God's servant and let it happen to her as he said.

# UNIT 4

# The Child Jesus

| Religious Education Primary 1   |  | Unit 4: The Child Jesus  |
|---|--|--|
| Learn about   |  | Key inquiry questions  |
| <p>Pupils should listen to the story of the birth of Jesus. They should know that this is a story told in the Bible. They should know the meaning of the words Jesus Christ. They should be introduced to another story of Jesus (<i>from Islamic religion</i>) and talk with their teacher about the similarities and difference about the stories of the child Jesus. They should discuss the role of Mary and Joseph in the story of the child Jesus.</p> <p>They should work together in groups to devise a simple role play depicting the birth of Jesus.</p> <p>They should draw pictures to show what happened leading up to and including the birth of Jesus. They should, and if necessary with help from their teacher, sequence events and if they can, they should write simple captions to accompany their pictures.</p> |  | <ul style="list-style-type: none"> <li>• What does the Bible tell us about the child Jesus?</li> <li>• Describe the birth and naming of the child Jesus?</li> <li>• Show the importance of the story of the child Jesus to humankind?</li> <li>• Where is the birthplace of the child Jesus?</li> <li>• What do people in some other religions believe?</li> </ul> |
| Learning outcomes   |  |  |
| Knowledge and understanding   | Skills   | Attitudes  |
| <ul style="list-style-type: none"> <li>• Understand the birth of the child Jesus.</li> <li>• Name the parents of child Jesus and what role they played in the birth of Jesus.</li> </ul>  | <ul style="list-style-type: none"> <li>• Discuss simply the importance of the child Jesus to humankind.</li> </ul> | <ul style="list-style-type: none"> <li>• Appreciate the Christian belief of Mary and Joseph's roles in salvation history.</li> <li>• Respect the Christian belief of Jesus as saviour.</li> </ul>  |
| <p><b>Contribution to the competencies:</b></p> <p><b>Critical thinking:</b> Discussing with their teacher.</p> <p><b>Communication:</b> Conveying the story through role play and drawings.</p> <p><b>Co-operation:</b> Working together to role play; listening to what others have to say.</p>   |  |  |
| <p><b>Links to other subjects:</b></p> <p><b>English:</b> Some pupils may be able, with help from their teacher, to write simple captions.</p> <p><b>Mathematics:</b> Sequencing events.</p>  |  |  |



## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

The unit looks at how Mary gave birth to her baby Jesus in Bethlehem. It goes on to explain how Joseph and Mary travelled to the city to register. It looks on how the pupil can appreciate the birth of Jesus as it was in a places where animals used to sleep at night. It makes the pupil to understand that they were born the same way Jesus was born. A key part to the school is the religious teacher to give more knowledge to the pupils on the birth of Jesus.

## **Using the Pupil's Book**

There are both words and pictures in the textbook, and your pupils will not be able to read all these words. It is important for you to read them out to the pupils as you start each activity. By doing so, you will be modelling reading and will helping their development.

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

Do not expect them to be able to read these words yet.

However, it is helpful to have some words around on posters or boards so that they get used to seeing them and become familiar with spellings.

## **The Pupil's competencies**

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

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

In their discussions and presentations in groups or as a whole class, there are many opportunities for communication.

## **Cross-cutting issues**

The unit contributes to life skills (Talking about how new born babies are cared for) and peace education (Engaging in common activities that bring pupils together such as discussion and group work).

## **Introduction**

Read to the pupils the key questions of the unit before introducing activity 1.

Have a general class discussion to find out what pupils know about the child Jesus.

Can they tell who the child Jesus is?

## **Class Activity 1: Birthday song (Refer to the Pupil's Book page 43)**

Ask the pupils to sing the birthday song in the Pupil's Book.

Guide them to understand the time this song is sung.

Let them present in class in turns about the song.

Make sure every pair has a turn.

Tell them the meaning of the song. Let them explain how their birthday is celebrated.

## **Assessment opportunities**

### **Observation**

Observe the pairs as they sing the birthday song.

Do they understand the meaning of that song?

### **Conversation**

Talk about the meaning of the song as the pupils sing the birthday song.

Do they understand what they are singing?

### **Product**

Read the answers to the pupils.

## **Activity 2: Joseph and Mary going to Bethlehem** (*Refer to the Pupil's Book page 47*)

Ask the pupils to look at the picture in the Pupil's Book.

Ask them to discuss in pairs what they can see.

The main activity here is pupils to understand why Joseph and Mary were going to Jerusalem.

Challenge the pupils to give out suggestions why Joseph and Mary were going to Bethlehem.

Ask the pairs to present their views in class one after the other.

Make sure everyone has a turn. Encourage pupils by making positive comments.

There is no wrong and right answer since it is an open discussion.

Tell them that the story is about Joseph and Mary. They were going to register in their home town of Bethlehem for a census (counting of people is in a given area).

Let them understand the importance of counting of people for effective planning. You can ask the pupils how they plan at home to buy clothes, food among other things.

Pupils should incorporate the element of planning for their activities.

The census or counting of people came at the time when Mary was about to give birth.

### **Assessment opportunities**

#### **Observation**

Observe pupils discussing what is happening in the picture they have observed.

Do they understand what is going on?

#### **Conversation**

Talk to the pupils while discussing the story of Joseph and Mary.

Tell them where the two were going and what they were going to do.

#### **Product**

Read the answers to the pupils.

### **Activity 3: Baby Jesus** (*Refer to the Pupil's Book page 49*)

The key point is to understand that Jesus was born during the census period.

All rooms were occupied and they had no place to spend a night.

While still there, Mary gave birth to his baby in the animals shed.

He was laid on a manger-place where animals used to feed from.

Ask pupils in pairs to look at the picture about the birth of Jesus.

Let them discuss what is happening in the picture they have observed.

Let the pairs present in class what they have discussed.

Ask them challenging questions like why Mary gave birth in the animals shed and not hospital?

Ask them to tell where they were born.

#### **Assessment opportunities**

##### **Observation**

Observe the pair discussing what they have observed in the picture.

Are they able to understand what is going on?

##### **Conversation**

Observe the pair discussing about baby Jesus.

Can they explain.

##### **Product**

Read the explanations they have given.

### **Activity 4: Role play** (*Refer to the Pupils Book page 49*)

Ask the pupils to role play the birth of Jesus in groups. One should act as Mary and the other one as Joseph.

They should know the role they are playing in the play. See if the group members can identify the roles the members are playing.

## **Assessment opportunities**

### **Observation**

Observe the pupils role playing.

### **Activity: Birthday cake**

Guide pupils to draw a birthday cake. Let them display what they have drawn for others to see.

Make sure everyone has a turn. Provide the pupils with crayons to colour what they have (crayons can only be provided if the school can afford). Try to improvise where possible.

Guide pupils to understand the meaning of the birthday cake.

You can explain to them that Jesus was given the gifts when he was born.

Make them understand the meaning of gifts in real life situations.

### **Pair work**

Ask pupils to discuss in pairs the place where Jesus was born.

Ask them to present in class why Jesus was born in that place.

Encourage eloquent speaking, comments and avoid discouraging words that will lower pupils creativity. Ask pupils to draw baby Jesus in a manger.

Provide them with crayons if the school can afford, so that they can colour what they have drawn.

Let them compare with the rest of the class what they have drawn and coloured.

Tell the pupils to share with their parents what they have learnt at school.

## **Assessment opportunities**

### **Observation**

Observe the pair discussing the birth place of Jesus.

Do they know where Jesus was born?

### **Conversation**

Talk to the pupils while discussing the birth place of Jesus.

Guide them to understand that Jesus was born in Bethlehem.

## Product

Read the answers.

### Activity 4: Christmass song (Refer to the Pupil's Book page 49)

Ask pupils as a class to sing this song in class.

*Mary's boy child Jesus Christ was born on Christmas Day,  
And man will live for evermore because of Christmas Day,  
Long time ago in Bethlehem, so the Holy Bible said  
Mary's boy child Jesus Christ was born on Christmas Day,  
Hark; now hear the angels sing a king was born today,  
And man will live for evermore because of Christmas Day.*

### Check your progress

1. Mary
2. Jesus
3. Manger

### Teaching notes

- Mary and Joseph went to register in his home town of Bethlehem.
- During that period Mary was pregnant and she was about to give birth.
- While there, time came for Mary to give birth.
- Every room was full and there was no room for her.
- The only place left was the animals shed.
- She gave birth to a baby boy and rapped him in clothes. She laid the baby in the manger.