



South Sudan

Primary CRE Teacher's Guide 3

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 3 syllabus as developed by **Ministry of General Education and Instruction.**

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

The **Teacher's Guide** provides:

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



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

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

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Primary CRE Teacher's Guide 3



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Christian Religious Education

Teacher's Guide 3

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FOREWORD

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

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

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

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



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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

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

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

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

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

The Book Structure

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

Organisation of the teacher's guide

Each strand consists of the following:-

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

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

1. Units

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

2. Sub-strands

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

3. Specific learning outcomes

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

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

4. Key inquiry questions

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

5. Core competences to be developed

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

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

6. Links to other subjects

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

7. Learning activities

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

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

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

The Teaching Process

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

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

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

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

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

Activities for oral lessons

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

Teaching Methods

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

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

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

(i) Demonstration

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

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

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

(ii) Questioning technique

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

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

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

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

(iii) Role play

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

(iv) Individual work

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

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

(v) Discussion

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

An effective discussion is characterised by the following;

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

(vi) Discovery method

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

Note:

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

Grouping pupils

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

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

Grouping pupils has several advantages such as;

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

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

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

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

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

Important attitudes in learning of CRE

a) In pupils

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

Practical approach to problem solving

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

- **Responsibility**

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

- **Cooperation**

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

- **Curiosity**

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

- **Self-confidence**

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

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

- **Honesty**

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

- **Patience**

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

b) In teachers

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

Teaching Resources

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

- The Bible
- The classroom
- Textbooks
- Wall charts, Cards, pictures and wall maps
- 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 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.

UNIT 1

Jesus and the Elders of Faith in the Temple

Religious Education Primary 3		Unit 1: Jesus and the Elders of Faith in the Temple	
Learn about		Key inquiry questions	
<p>Pupils should with their teacher explore Jesus's discussion with the elders in the Temple. They should learn about the roles of the Elders of the Temple. They should discuss what the Bible says about the activities of Jesus and discuss the reasons for the rejection of Jesus by the Elders of the Temple.</p> <p>They should think about Jesus's activities in relation to their daily lives. They should understand that there were lessons to be learnt from Jesus's activities.</p> <p>They should work together to dramatise Jesus's discussions with the Elders in the Temple.</p>		<ul style="list-style-type: none"> • Who is Jesus? • What is a Temple and who are the Elders? • What did Jesus do in the Temple? • What are the roles of the Elders in the Temple? • Why was Jesus rejected by the Elders? • What are the lessons to be learnt from Jesus in the Temple? 	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none"> • Explain who Jesus is and the role of the Elders. • Know what Jesus did in the Temple. • State the reasons why Jesus was rejected. 	<ul style="list-style-type: none"> • Discuss the lessons learnt from Jesus's activities and relate this to their own lives. 	<ul style="list-style-type: none"> • Appreciate the role of Jesus in Salvific history. • Value and respect the activities of Jesus. • Acknowledge the role of Elders in the society. 	
<p>Contribution to the competencies:</p> <p>Critical thinking: About Jesus's discussion with the Elders in the Temple</p> <p>Communication: Through discussion</p> <p>Co-operation: Working together in a role play scenario</p>			
<p>Links to other subjects:</p> <p>Cross-cutting</p> <p>Peace education: Group dramatization</p>			

Assessment opportunities

There are three forms of assessment opportunities as indicated below.

- Observation
- Conversation
- Product

An outline of the learning

This unit looks at the life and mission of Jesus Christ while on the earth. It goes on by explaining on how Jesus was taken to the temple, healing of the blind man and even being rejected by elders. This was after Jesus chased out people who were selling goods in the temple. It enables the pupils to work smart in class and accept Jesus in their life. You can organise for the pupils to watch a video on the ministry or activities of Jesus.

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. So it is important that you read them out to the pupils as you start each activity. 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 familiarise 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 that the teacher model communication clearly, describing appropriate features of good communication such as turn taking, active listening and full sentences.

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

Cross-cutting issues

The unit contributes to life skills (talking about the gifts they have received from their parents and their friends). It promotes inter-personal relationships among the pupils as they work in groups.

Introduction

Read with the pupils the key questions of this unit as introduction to the unit, and introductory text before activity 1.

Have a general class discussion with pupils about what they know already about activities of Jesus.

Do they know any activities of Jesus?

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

Ask the pupils to observe the pictures in the Pupil's Book page 1.

Guide them in pairs to identify the activities in the pictures from the Pupil Book.

Let them present in pairs what they have identified from the pictures.

Make sure each pair has a turn in presentation.

They should be able to identify the birth of Jesus in pictures 1, Jesus with elders of the temple in picture 2, baptism of Jesus in picture 3 and Jesus with his disciples in picture 4. Guide the pupils to write what is happening in each picture.

They should be able to tell what is happening in each picture.

Assessment opportunities

Observation

Observe the pairs as they identify the activities in the pictures.

Are pupils able to identify the activities?

Conversation

Talk to the pupils while discussing the activities in the pictures.

Guide them to understand what is happening in the pictures observed.

Product:

Read the answers they have given.

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

Ask the pairs to tell each other how Jesus is called in their community.

Why is he called that name?

Let them make turns in presenting what they have discussed.

Ask them probing questions about when they think Jesus is. This will stimulate their critical thinking.

Guide the pupils to understand that Jesus is the son of God and he is our saviour.

Assessment opportunities

Observation

Observe the pairs discussing how Jesus is called in their community.

Product

Read the answers to the class.

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

Jesus is the son of God.

Jesus was born in Bethlehem. He was laid in a manger because there was no room. On the eighth day, he was presented in the temple circumcised.

He was given the name Jesus. He was later on presented in the temple for purification as the Law of Moses required.

Jesus with his parents attended the Passover festival when he was twelve years.

He was baptised by John in river Jordan.

The spirit of the Lord in form of a dove descended on him during his baptism.

He was thirty years old at that time.

Activity 2: Jesus on the cross (*Refer to the Pupil's Book page 3*)

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

Let them tell each other what is happening in the picture observed.

Ask them to present in class what they have discussed. Make sure everyone has a turn.

Encourage clear answers and comments to build on creativity and innovation.

Avoid discouraging words that will make them to develop negative attitudes towards learning.

Tell them that Jesus died on the cross because of our sins.

He was crucified on the cross together with two thieves.

Assessment opportunities

Observation

Observe the pupils discussing how Jesus was crucified on the cross.

Do they understand why He was crucified?

Conversation

Talk to the pupils while discussing the reasons.

Jesus claimed to be the king of the jews.

Tell them why Jesus died on the cross.

Jesus died on the for our sins to be forgiven.

Product

Read the answers they have given.

Activity 3: Jesus with elders in the temple (*Refer to the Pupil's Book page 4*)

Ask the pupils to look at the picture in the Pupil's Book page 4.

Ask them to discuss in pairs what they have observed.

Allow one person from each group to present what they have discussed.

Ask them challenging questions like, what was Jesus doing with the elders in the temple?

Why were his parents were not able to realise that their son was missing?

What would you have done if you were Jesus parents?

What lessons do you learn from this story?

Assessment Opportunities

Observation

Observe the pupils discussing the story of Jesus with the elders in the temple.

Are they able to understand the story well?

Conversation

Talk to the pupils while discussing the answers.

Tell them that Jesus was sharing some scripture from the Bible with the elders.

Product

Read the answers they have given.

Role play: Jesus in the temple (*Refer to Pupil's Book page 4*)

Arrange pupils in groups of eight. Guide them to act a role play about activities of Jesus with elders in the temple.

Let them take turns to pretend they are Jesus, his parents and elders of the temple.

See if they can guess what role they are playing.

At the end of the lesson, let them discuss in class the roles they were playing in the role play.

Group work

A festival – Is an event usually celebrated by a community hence is characterised by a religious or cultural aspect of the community. For example, a music festival is a community event that mostly has a cultural aspect and is celebrated at a particular time.

The key point is for the pupils to understand that the Passover festival is celebrated to remember the last day the Israelites left Egypt. It marked the end of their slavery in the land of Egypt.

Ask the Pupils in pairs to discuss any festival ceremony they have attended in their life time.

Let them discuss why they celebrating that ceremony.

Ask each pair to present in class what they have discussed.

Make sure each pair has presented. Examples of the festive ceremonies is: birth, initiation, wedding or marriage.

Assessment opportunities

Observation

Observe the pair discussing the festivals they know.

Do they understand the meaning of the word festival?

Conversation

Talk to the pupils while discussing what happened in the festival they have ever attended in life time.

Tell them that festivals are held to recall important events in life.

Product

Read the written answers.

Activity 4: Role of elders in the church (*Refer to Pupil's Book page 7*)

The key point here is the role of elders in the early temple as well as in African society.

You will need to start by asking pupils some of the elders they know and their roles in the society.

Make sure the pupils understand the roles of the elders in the society.

Guide them to discuss the roles of elders they know.

Ask pupils to look at the picture from the pupils book on page 7.

Let them discuss what they have observed in the picture.

Ask them to present in groups of four what is happening in the picture.

Make sure every group has presented their findings.

Challenge them by asking them if they have come across elders trying to solve family conflicts involving boundaries.

Let them explain what happened in that event.

Tell them that elders in the early temple used to guide people about obeying Mosaic Law and the right way of living.

Assessment opportunities

Observation

Observe the pupils discussing the role of elders in the temple and in our African set up.

Do they understand their roles?

Conversation

Talk to the pupils while discussing the answers.

Are the answers logical?

Product

Read the answers.

Pair work (*Refer to Pupil's Book page 7*)

Tell pupils the meaning of the word elder.

Guide them to understand that elders are people who are almost the age of their grandparents.

Let them mention some of the elders they know in their community.

Ask the pupils to discuss in pairs some of the roles of the elders identified in their current community.

Can they tell the roles those elders play in their community?

Let them take turns in presenting what they have discussed.

Ensure each pair has a turn in presentation.

You can write the roles discussed on a manila paper and display around the classroom, remind them the roles of elders in the temple and in our community. Discuss with the pupils the similarities and differences between their roles.

At the end of the lesson, ask them to find out from their parents roles of elders in the society when they go home. Tell them that you expect them to share with the rest of the class what they have learnt in the next lesson.

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

1. Work of elders in the community:

- Offering advice on the right path to take.
- Solving land conflicts.
- Solving boundary conflicts.
- Conducting religious ceremonies like burring the dead, circumcision or initiation and marriage ceremonies.

2. Work of elders in the early temple:

- Conducting religious ceremonies like circumcision of male children and purification.
- Teaching people about the Law of Moses.
- Solving church conflicts.

Activity 5: Work of Jesus (*Refer to Pupil's Book page 8*)

Ask the pupils to look at the picture from the Pupils' Book page 8.

Let them discuss in pairs what is happening in the pictures.

Ask them to explain in groups of four what is going on.

They should know the work of Jesus such as healing the sick, raising the dead, sending away demons among others.

Tell them how Jesus fed the five thousand people using five loaves of bread and two fish.

Challenge them by asking them if they have seen a person performing such a miracle on earth.

Tell them that Jesus was the son of God who performed many miracles that human being cannot do.

Assessment opportunities

Observation

Observe the pupils discussing activities of Jesus.

Are they able to understand the miraculous work of Jesus?

Conversation

Talk to the pupils while discussing the answers.

Are the answers logical?

Product

Read the answers given.

Pair work (*Refer to Pupil's Book page 9*)

Read this verse to the pupils. Luke 4: 38-41

Jesus healed many people

Jesus left the synagogue and went to Simon's house. Simon's mother –in-law was very sick with high fever, and they spoke to Jesus about her.

He went and stood at her bedside and ordered the fever to leave her. The fever left her, and she got up at once and began to wait on them

After sunset all the people who had sick friends brought them to Jesus; He healed them all.

Demons also went out screaming from many people.

Activity 6: Role plays about the activities of Jesus (*Refer to Pupil's Book page 9*)

The key point is pupils to understand the work that Jesus did while on earth.

They should understand major activities like feeding the five thousand people with two fish and five loaves of bread, raising the dead back to life, healing the sick, chasing out demons from people possessed with demons and chasing out people who were doing business in the temple.

Ask the pupils to role play an activity of Jesus raising Simon's mother-in-law from the dead.

Ask the pupils to tell you of any person they have seen performing miracles.

Assessment opportunities

Observation

Observe the pupils discussing the work of Jesus.

Do they understand well the work of Jesus?

Conversation

Talk to the pupils while discussing the activities of Jesus.

Product

Read the written answers from the pupils.

Activity 7: Feeding of five thousand of people (*Refer to Pupil's Book page 11*)

Ask the pupils to observe the picture of Jesus feeding the five thousand people.

Let them discuss in groups of four what they can see from the picture.

Guide them to present in class what they have discussed.

Can they tell what is going on in the picture?

Ask the pupils questions such as why the disciples collected the food that remained to create critical thinking among them. Expect answers such as keeping the environment clean, to give to others, to feed animals.

Tell them the need to keep our environment clean by collecting whatever remains after a meal. At the end of the lesson, ask them to explain the lessons they have learnt from the story.

Assessment opportunities

Observation

Observe the pupils discussing.

Can they understand what is going on in the picture?

Conversation

Talk to the pupils the miraculous feeding of five thousand people and the need to keep the environment clean.

Activity 8: Jesus rejection (*Refer to Pupil's Book page 13*)

Ask the pupils to look at the picture on page 13 of the Pupil's Book.

Let them discuss what they have seen from the picture. Do they really understand what is happening?

Guide the pupils to understand why Jesus chased out people who were doing business in the temple.

Let them present their findings in class.

Ask the pupils challenging questions like why it is not good to sell goods in the house of God.

Encourage clear answers and comments to encourage critical thinking.

Assessment opportunities

Observation

Observe the pupils as they discuss why Jesus chased away people doing business in the house of God.

Are the explanations logical?

Conversation

Talk to the pupils while discussing their answers.

Do they understand the concept being taught?

Product

Read the answers to the pupils.

Time to read the Bible (*Refer to Pupil's Book page 13*)

Guide the pupils in reading Luke 19:45-48.

Jesus threw out people in the temple.

They were selling things in the temple.

Jesus said the temple is a house of prayer.

Read for them and explain in the simplest language possible for pupils to understand.

Group work (*Refer to Pupil's Book page 15*)

Why Jesus chased people from the temple

1. They have changed the house of the Lord into a business centre. (They were selling things in the temple)
2. He was against some Mosaic Law that was inhumane.

Teaching notes

- Jesus was born at Bethlehem. He was born when a census report was being carried out.
- Joseph and Mary went to register in their home town.
- Just like other male children's He was circumcised on the eighth day.
- He later on attended the purification ceremony as the Law of Moses required.
- At the age of twelve years when they were attending the Passover festival together with his parents, he was left in the temple.
- They later on found him when they returned back to the temple.
- He was baptised by John the baptist at the age of thirty years in river Jordan.
- While on earth He performed many miracles.

UNIT 2

Places of Worship

Religious Education Primary 3		Unit 2: Places of Worship
Learn about		Key inquiry questions
<p>Pupils should with the teacher explore the meaning of worship and identify the places of worship. They should discuss the importance of the places of worship and the significance of worship in human life.</p> <p>They should if possible look at pictures of early places of worship and compare them to places of worship found in society today. They should discuss the reasons for any differences they find.</p> <p>They should where possible visit a place of worship and consider it in the light of the discussions above. Before the visit they should work in groups to think about what they want to find out about the Church and worship and write down relevant questions to ask the minister. They should draw a picture of people worshipping in the Church.</p>		<ul style="list-style-type: none"> • What is worship and what is a place of worship? • Where do you worship God? • Why are places of worship important? • Why humankind worship? • What are the similarities and differences between the places of worship found in the early church and those of today?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Explain the meaning of worship and places of worship. • Know the various places of worship. 	<ul style="list-style-type: none"> • Discuss the similarities and differences of worship in the early church and today. • Discuss the importance of worship in daily life. 	<ul style="list-style-type: none"> • Appreciate the various places of worship. • Respect and value the places of worship.
Contribution to the competencies:		
Critical thinking: Discussing the significance of worship for today's society.		
Communication: Working in groups to formulate questions for church visit.		
Co-operation: In group situations and in discussion listening to what others say and valuing their contribution.		
Links to other subjects:		

An outline of the learning

This part of the unit looks at the different types of worship in the past and in the modern society. It talks about the church, temple, synagogue and shrines. Where do the pupils go to worship during Sundays and Saturday? Ask them why they normally go to worship in those places. Invite the preacher or the priest to talk to the pupils about places of worship. Let the pupils explain how a typical place of worship looks like.

Using the Pupils Book

This unit talks about places of worship. Guide the pupils to understand the meaning of worship and places of worship. Help the pupils to interpret some of the pictures and read words that may be challenging to them to ensure the core objectives of this unit are achieved. You are supposed to use group work, pair work and other activities to vary teaching and learning process.

Most of these pupils may not be able to read all words and understand them.

You will be required to write some words and draw pictures on the manila paper. Display them around the classroom to remind the pupils about what they have learnt. With time they will get familiarised with these words and read them. At the end of the unit, make sure pupils understand the reasons why people worship and different ways of worship.

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 that in Primary three for 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 culture of South Sudan and identity.

Cross-cutting issues

The unit contributes to life skills (talking about places of worship and why people worship God). By working together in groups they get to learn more about peace education.

Introduction

Go through with the pupils the key questions of this unit as a way of introducing the unit before you begin activity 1.

Ask the pupils some probing questions so as to gauge what they already know about the different places of worship.

Do they know any form of worship?

Activity 1: Meaning of worship (Refer to Pupil's Book page 16)

Ask pupils to observe the picture from the Pupil's Book page 16.

Ask them to tell each other what they have in the pictures.

Let them discuss in pairs what activities take place in the places they have seen.

Ask them to share with other members what they have learnt in class.

Encourage answers and comments from the pupils as a way of testing their understanding.

Let the pupils draw various places of worship and write their names.

Assessment opportunities

Observation

Observe the pupils discussing different places of worship they have seen in the picture.

Do they understand the purpose of those places?

Conversation

Talk to the pupils while discussing their answers.

Tell them that these places are used for worshipping God.

Product

Read the answers.

Time to draw (*Refer to Pupil's Book page 17*)

Ask the pupils draw people worshipping in the church.

Let them colour what they have drawn.

Ask them to compare what they have drawn with other members in the class.

(This is not an art lesson! Just look if what they have drawn resembles people worshipping in the church.)

Pair work (*Refer to Pupil's Book page 17*)

In pairs, pupils to discuss how they worship God in their church. You may have pupils from other religions such as Muslims and Traditional Africans. They should be allowed to give their views on how they worship in their religion.

They can present in class how they worship in their religion.

Make sure each pair has a turn.

Expected answers on ways of worship

- Praying
- Singing songs of worshipping God
- Clapping
- Dancing
- Ululation
- Whistling

Let them explain reasons for worshipping God.

Listen as they discuss and make corrections where necessary to enhance the learning process.

Hold a class discussion on why people worship God. Guide them to understand why people worship God.

Can they tell the reasons why people worship God?

Activity 2: Sing this song (*Refer to Pupil's Book page 18*)

Guide pupils to this song in class.

I love you God you are my saviour,

I love you God you are my saviour,

I love you Jesus you are my Father,

I love you Jesus you are my Father

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

Home work (*Refer to Pupil's Book page 20*)

Ask the pupils to find out from their parent or guardian places they go to worship and reasons worshipping.

Tell them that you expect the answers in the next lesson.

Tell them that they are supposed to share with the rest of the class what they have learnt. Let them do the questions given as homework.

Expected answers

1. Church
2. Mosque
3. Temple
4. Shrine

Activity 3: Individual work (*Refer to Pupil's Book page 20*)

Ask each pupil to observe the picture in their book.

Let him or her write in the book what he or she can see.

Can they write the correct things?

Move around the class and check what they have written.

Have they identified the features correctly?

Guide them to understand where Christians go to worship God.

Let them explain the common or similar thing in the four pictures.

The common thing is all are places of worship.

Assessment opportunities

Observation

Observe the pair presenting their answers.

Product

Read the answers.

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

1. True
2. False

3. False
4. False
5. True
6. True

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

Ask the pupils to discuss various ways of worshipping God.

Let them present in class what they have discussed.

Make sure every group has made a presentation.

Guide them to write down what they have discussed.

Can they write what they have discussed?

Assessment opportunities

Observation

Observe the pupils as they discuss ways of worshipping God.

Product

Read the answers they have given.

Nature walk (*Refer to Pupil's Book page 24*)

The key point here is pupils to know the church as a worshipping place.

Invite the church leader to talk to the pupils.

Guide them to listen to the priest or pastor.

Tell the pupils to write down ways of worshipping God and why people worship God.

Guide the pupils to ask the church leader why places of worship should be respected.

Activity 4: (*Refer to Pupil's Book page 24*)

Ask the pupils in pairs to discuss various places of worship.

Ask them to share with other pairs the reasons of worshipping God.

Let them explain why they should respect places of worshipping God.

Ask them challenging questions like what is the main reason they worship God?

Guide them to get the differences between the old places of worship and the current places of worship.

Assessment opportunities

Observation

Observe the pairs discussing the answers.

Conversation

Talk to the pupils while discussing the answers.

Are they logical explanations?

Group work (Refer to Pupil's Book page 25)

1. Importance of places of worship

1. For worshiping God
2. Offering sacrifices to God
3. Meeting our friends

(Accept other relevant answers)

2. Do the pupils know how to make the Lord's prayer?

Activity: Individual work (Refer to pupils book page 25)

Remind the pupils what they learnt in the previous lessons about places of worship.

Ask them probing questions like where they go to worship and why they go to worship.

Guide them to observe the picture and write what they can see.

Can they recall what they learnt in the previous lessons?

Let them make turns in showing what they have written.

Make positive comments and corrections where necessary to encourage creativity and critical thinking among the pupils. At the end of the lesson, check to confirm that each pupil has written what you expected.

Observation

Observe the pupils as they make their presentations.

Product

Read the answers.

Teaching notes

- People worship God in different places.
- This depends on the religion of the person worshipping God.
- They can be churches, temples, mosque, and shrine among others.
- We worship God in many ways such as singing, dancing, clapping and praying.
- We ask God to provide us with good things we need in life.
- Praying together increases people's faith.

UNIT 3

Holy Places

Religious Education Primary 3		Unit 3: Holy Places
Learn about		Key inquiry questions
<p>Pupils should understand the meaning of a Holy Town, explore the holy places found in the world (<i>e.g. Jerusalem, Judah, Samaria, Rome, Lourdes, England, and Namugongo</i>) and know their importance to Christianity. They should listen to stories about the Holy Towns and consider the reasons why the above mentioned towns were chosen as Holy Towns. They should look at traditional African Holy Shrines and compare these with the Holy Towns. They should discuss with the teacher whether the Holy Towns are still relevant to Christians today. They could locate on a world map the Holy Towns.</p>		<ul style="list-style-type: none"> • What is a Holy Town? • What are the names of some of the Holy Towns and where are they situated? • What are the reasons for calling these towns Holy? • How important are the Holy Towns today?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Define the meaning of a Holy Town. • Know the names of the holy Towns and where they are found. • Understand why these places were designated as Holy Towns. 	<ul style="list-style-type: none"> • Discuss the importance of the holy towns and their relevance to Christian belief today. 	<ul style="list-style-type: none"> • Respect and value the Christian belief in the Holy Towns.
Contribution to the competencies:		
Critical thinking: The importance of the Holy Town to Christianity.		
Communication: Discussing stories about the holy towns and sharing ideas.		
Culture and Heritage: African traditional Holy Shrines.		
Links to other subjects:		
Geography: Locating countries on a world map		

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 tries to find out the holy places in the modern society and in the past. These are places which are believed to be the dwelling place of the creator. It goes on to explain to the pupils the holy places in their immediate environment. These places are regarded to be holy, they include mountains, shrines churches, temples ,mosque among others.

Using the Pupil's Book

This unit is about Holy places. You should ensure pupils understand the meaning of holy places. The Pupil's Book contains pictures and words about various holy places.

Some of the words and pictures may pose a challenge to young pupils. You will be required to explain the meaning and interpretation of various pictures in the Pupil's Book. You will be required to use a world map to locate these places of worship and where they are found. Help the pupils to understand the meaning of the traditional holy places like the Namugongo shrine in Uganda. Let them understand what happened at those places of worship and their relevance to Christians today.

Guide the pupils to understand the similarities and differences between the old and today's places of worship.

The Pupil competencies

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

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. You should 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 the pupils understanding to the culture of South Sudan culture and identity.

Cross-cutting issues

The unit contributes to life skills (Talking about holy places) and peace education (Engaging in common activities that bring pupils together such as discussion and group work).

Introduction

Read the key questions with the pupils in this unit as an introduction to the unit. You can then introduce activity 1.

Hold a class discussion with pupils to find out what they already know about holy places.

Are they able to mention examples of holy places?

Activity 1: Meaning of Holy places (Refer to Pupil's Book page 28)

The key point is to teach the pupils the major holy places of worship.

Guide them to understand what happened in those places. Examples of holy places include:

Jerusalem, Judah, Samaria, Rome and Namugongo.

Ask the pupils to look at the pictures from the pupil's book on page 28.

Guide them to discuss in pairs what they have observed in the picture.

Let them present in class what they have discussed in class with other members.

Tell the pupils the meaning of the holy places of worship.

Guide them using a world map or chat to locate these holy places.

Ask them if these holy places are still relevant to Christians today.

Let them compare the holy places and the traditional places of worship like the shrines.

Ask them to name any holy place they know. Let them draw the places of worship they have seen.

Ask the pupils to find out from their parents where people used to worship in the past.

Let them find out activities that took place in those places.

Tell them that you expect them to share out what they have learnt from home.

Make sure each pupil presents what he or she learnt from their parent or guardian.

Write them on a manila paper and display in the class for the pupils.

Assessment opportunities

Observation

Observe the pupils as they discuss holy places of worship they know.

Are they able to mention those places?

Conversation

Talk to the pupils while discussing the answers.

Product

Read the answers.

Pair work (*Refer to Pupil's Book page 30*)

Ask the pairs to tell each other the meaning of holy places.

Can they explain the meaning of holy places they have learnt?

Let the pair tell each other any holy place they have visited.

Ask them to explain how they felt when they visited those places of worship.

Guide them to discuss what they saw in the holy places they visited.

Let them make turns in presenting what they have discussed.

Ask the pupils critical questions like the meanings of the things they saw in those places of worship.

Assessment opportunities

Observation

Listen to the pupils as they discuss the answers.

Have they discussed the correct things?

Conversation

Talk to the pupils while discussing the answers.

Home work (*Refer to Pupil's Book page 30*)

Ask the pupils to find out where people used to worship in the past.

What happened or activities that were carried out in these places of worship.

Let them the answers for discussion when they come for the next lesson.

Let them find out how those places were respected.

Activity 2: Importance of holy places (*Refer to Pupil's Book page 33*)

The key point is pupils to understand the meaning of holy places.

Allow the pupils to ask each other importance of holy places.

Examples of holy places include: Jerusalem, Bethlehem, Nazareth and Namugongo in Uganda.

Guide the pupils to understand exactly what happened at Namugongo.

This is where the Ugandan martyr's were burnt by Kabaka Mwanga II.

Ask the pupils to look at the picture on page 31 from the Pupil's Book.

Ask them to discuss in pairs what they have observed.

Let them discuss the importance of the holy places they have discussed about.

Assessment opportunities

Observation

Observe the pupils discussing the holy places they know.

Are they able to understand what exactly happened there?

Conversation

Talk to the pupils while discussing the importance of holy places.

Are they able to understand?

Product

Read the answers.

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

1. Jerusalem, Judah, Samaria, Rome, Lourdes.
2. They have activities important to Christian's life. Like Namugongo reminds Christians about the Uganda martyr's.

Teaching notes

- A holy place is a sacred place for Christians.
- They include Jerusalem, Samaria, Rome, Judah and Namugongo.
- Rome is a holy place where the Catholic pope lives.
- Namugongo is a holy place where the Ugandan martyrs were killed.
- Holy places bring Christians together.
- They make them remember the lives of Christians who died because of their faith in God.

They are respected and Christians all over the world visit these holy places.

UNIT 4

The Sacraments

Religious Education Primary 3		Unit 4: The Sacraments
Learn about		Key inquiry questions
<p>Pupils should explore with their teacher the origin and meaning of the sacraments and identify the various types of sacraments. They should discuss the importance of each sacrament to Christian belief. They should compare and contrast the practice of sacraments in the various Christian Churches.</p> <p>They could draw a picture showing the administration of one of the sacraments (<i>e.g. Baptism</i>) and write a caption or a sentence to accompany the picture.</p>		<ul style="list-style-type: none"> • What are the sacraments? • What are the various types of sacrament? • How important are the various sacraments to Christians? • What are the similarities and differences of sacrament practice?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Define the term sacrament. • Know the various types of sacrament found in Christianity. • Explain the importance of the sacraments to Christians. 	<ul style="list-style-type: none"> • Discuss the similarities and differences between the practice of sacraments in the different Christian Churches. 	<ul style="list-style-type: none"> • Value and respect the various sacraments found in the Christian Churches. • Appreciate the reception of the various sacraments as Christians.
Contribution to the competencies:		
Critical thinking: The administration of the various sacraments in the Christian Churches.		
Communication: Discussing the similarities and differences in administering Sacraments in the various Christian Churches.		
Co-operation: Listening to others in discussion and valuing their contribution.		
Links to other subjects:		
The Arts: Drawing		
English: Writing and discussion		

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 different types of sacraments in the church by Christians. It goes on to explain the meaning of the seven types of sacraments in the Holy Church. It helps the pupil to understand the meaning of different sacraments in the church. A key part to the learning is a Catholic priest to the school to explain on the types of different sacraments and their meaning.

Using the Pupil's Book

The unit requires the pupil to understand the meaning of sacrament, type of sacraments and their importance to Christian believers. The unit is about what pupils interact with as they go to worship or in their daily life. The Pupil's Book contains words and pictures that your pupils may not be able to read all of them.

It is good to read and summarise these words and read for the pupils as you start each activity or sub-unit. This will help in modeling reading which will help them to develop the reading skills required. You are required to write some key words on the manila paper and display around the classroom. With time pupils will get used to them and become familiar with their spellings. Draw pictures depicting various sacraments being administered. Display them in the class and let the pupils make comparisons on how sacraments are administered in their churches.

It will be more helpful to guide pupils in performing a role play about administering of the sacraments.

This will make them to remember what they have learnt in classroom.

The Pupil competencies

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

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

The subject matter will deepen the Pupil's understanding to the South Sudan culture and identity.

Cross-cutting issues

The unit contributes to life skills (Talking about how to different types of sacraments in the church) and peace education (Engaging in common activities that bring pupils together such as role play and group work).

Introduction

Read the key words of this unit with pupils as an introduction and introductory before activity 1.

Discuss as a class about what pupils already know about different sacraments.

Do they know any of the sacraments?

Activity 1: Sacraments (Refer to Pupil's book page 35)

The key point is pupils to understand the meaning of the sacraments.

They should also understand different types of sacraments and their meaning to Christians today.

Ask the pupils to look at the pictures in the Pupil's Book page 34.

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

Ask them to present in class what they have learnt.

Make sure every pupil has a turn.

Let them draw the pictures of what they have observed with small sentences or captions.

Guide the pupils to find out different types of sacraments and their meanings when they go home.

Let them share out what they have learnt the following lesson in class.

Guide them to understand the right time when those sacraments are administered.

Assessment opportunities

Observation

Observe the pupils discussing meaning of the different sacraments to Christianity.
Do they understand the purpose of sacraments?

Conversation

Talk to the pupils while discussing different types of sacraments.
Are they able to mention all the types of the sacraments?

Product

Read the answers given by the pupils.

Pair work (Refer to the Pupils Book page 36)

Ask the pairs to share the activities they experienced in the wedding ceremony they attended.

Can they tell the events that took place?

Let them write in books what they saw in the wedding ceremony they attended.

Guide the pupils to take turns in making their presentations.

They can participate in a simple role play to show activities that took place.

Can they guess the role they are playing in the role play?

Make sure they understand the sacrament that was administered during the wedding ceremony.

Assessment opportunities

Observation

Observe the pupils as they role play the wedding ceremony they attended.

Conversation

Talk to the pupils as they discuss answers.

Activity 2 (Refer to Pupil's book page 37)

Guide the Pupils to look at the pictures in the Pupil's Book and tell each other what they can see.

Can they guess what is happening in the picture?

Let the groups present what they have observed in the picture.

They should be able to identify each sacrament from the two pictures.

The first picture is about the sacrament of Eucharist and the second picture is the confirmation sacrament.

Explain to the pupils the meaning of Eucharist and Confirmation sacraments.

Assessment opportunities

Observation

Observe the pupils as they discuss the Eucharist and confirmation sacraments.

Have they understood their meanings?

Product

Read the answers given by the pupils.

Group work (Refer to the Pupil's Book page 38)

1. Baptism
2. Confirmation
3. Eucharist
4. Confession
5. Anointing of the sick
6. Holy orders
7. Marriage

Home work (Refer to the Pupils Book page 38)

Ask the pupils with the help of their parent or guardian to draw a person being baptised.

Tell them that you expect to see the picture in the next lesson.

Let them find out reasons why people are baptised in Christianity. The reason for baptism is to receive eternal life in Christ.

There are churches which baptise people by immersing them in water like the Protestants while the Catholics and Anglicans baptise by pouring water using a jack or glass.

Teaching notes

- A sacrament is a rite recognised by Christians to have a certain meaning in Christian way of life.
- There are seven types of sacraments in the current churches.
- They include; baptism, confirmation, marriage or wedding, Holy Communion and confession.
- Wedding sacrament unites a man and woman to stay together.
- Anointing of the sick helps a Christian to receive grace of healing.
- Confession helps a person to be forgiven his or her sins by God.
- Confirmation makes one to become a full Christian.

UNIT 5

Traditional Rites

Religious Education Primary 3		Unit 5: Traditional Rites
Learn about		Key inquiry questions
<p>Pupils should understand the concept of traditional rites (<i>e.g. birth rites, circumcision rites, marriage rites, and death rites</i>). They should research the various rites mentioned above and learn their significance. They should discuss with the teacher traditional African rites and relate these to Christian rites.</p> <p>They should work in groups to role play a traditional rite of their choosing.</p>		<ul style="list-style-type: none"> • What are the traditional rites? • What are the traditional rites practiced in your community? • What is the significance of rites in both African traditional society and in Christianity? • How do African traditional rites compare and contrast with Christian rites?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Define the term traditional rites and mention some of the rites practiced by their community. • State the significance of rites in both African traditional society and in Christianity. 	<ul style="list-style-type: none"> • Discuss, compare and contrast African traditional rites with Christian rites. 	<ul style="list-style-type: none"> • Appreciate the practice of traditional rituals. • Value the various traditional rites.
<p>Contribution to the competencies:</p> <p>Critical thinking: Exploring the significance of rites and comparing and contrasting Christian beliefs with those of traditional African beliefs.</p> <p>Communication: Discussing the issues above with each other and with their teacher.</p> <p>Co-operation: Listening to others' views and working in role play.</p> <p>Culture and Heritage: Valuing traditional beliefs.</p>		
<p>Links to other subjects:</p> <p>Cross-cutting issues</p> <p>Peace education: Working in groups</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 outlines the rites of passage that people go through in life on earth. It goes on by talking about the first rite of passage and the last rite of passage to a complete human being. It then looks on how the pupil can get more knowledge both at home and at school about the rites of passage. A key part to the learning is an elderly person to the school to talk about the rites and how they are conducted in the traditional African society especially in the South Sudan context.

Using the Pupil's Book

In this unit pupils are expected to learn the Traditional African rites.

The unit consists of words and pictures that pupils may not be able to understand them well.

Read them to the pupils as you begin any activity or sub unit.

You can write them on the manila papers and display around the classroom for them to familiarise with the words. This will model the pupils and enhance their development as learning process continuous.

You will be required to get pictures of traditional rites or organise pupils to watch a video on any of the traditional rites if the school can manage to get them.

The pupils should compare the traditional rites with the Christian rites and draw some conclusions.

At the end of the unit, pupils should be able to understand the importance of the rites of passage.

The Pupil competencies

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

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

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

Cross-cutting issues

The unit contributes to life skills (Talking about the rites of passage in our society) and peace education (Engaging in common activities that bring pupils together such as discussion).

Introduction

Go through the key questions of this unit with pupils as part of introduction before introducing the first activity.

Have a general class discussion about what pupils know about the traditional and Christian rites of passage.

Do they know any rites of passage?

Activity 1: Traditional rites (Refer to Pupil's Book page 42)

The key point here is pupils to understand the meaning of rites of passage.

They should understand the importance of the rites of passage both in African traditional society and in Christianity.

This is a practical activity and you have to involve learners actively in the whole process as you teach the unit. Help the pupils to discuss each of the pictures as a class.

Talk about different rites and how they are celebrated both in African traditional society and in Christianity.

Give them time to discuss in class how the rites observed in the picture are celebrated.

By allowing pupils to discuss, they will understand how these rites are conducted and their importance.

Assessment opportunities

Observation

Observe the pair as they discuss different types of rites of passage.

Do they understand the different rites of passage?

Conversation

Talk to the pupils while discussing the answers.

Tell them different types of rites of passage.

Product

Read the answers to the class.

Pair work (Refer to the Pupil's Book page 43)

Ask the pair to discuss what happened in the circumcision ceremony they attended.

You can guide them in identifying the key things they saw in that circumcision ceremony they attended.

Let them present in class. Make sure every pair has a turn.

Are they able to sing any circumcision song?

They can dramatise by singing the song in class.

Discuss with the pupils the importance of that song.

Do they understand the importance of circumcision?

Help them to understand the meaning as a way of moving from childhood to adulthood. It is a sense of maturity.

Assessment Opportunities

Observation:

Observe the pupils as they sing circumcision songs.

Conversation:

Talk to pupils the importance of circumcision as they discuss answers.

Group work (Refer to Pupil's Book page 43)

There are three separate activities here. First welcoming of the new born baby in our society. Prepare pupils to present on this one.

The second activity is to prepare pupils to present on the gifts that the new born baby is given.

Let them prepare on the day that the new born baby is given those gifts.

Activity three is about naming process. Let the learners demonstrate on naming process and give the specific names to the new born baby.

Pupils should work in groups of four on their presentations.

Assessment opportunities

Observation

Observe the pairs discussing how rites of passage are conducted in their society.

Conversation

Talk to the pupils about what they see as main points.

Product

Read the presentations performed.

Home work (Refer to Learner's Book page 44)

Ask the pupils with the help of their parents or guardians to find rites of passage from their community.

They should write in books for discussion in class in the next lesson.

They should find out why those rites of passage are practiced in their community.

They should give explanation relating to moving from one stage to another.

Let them find out how those rites of passage are carried out and their importance in life.

They should find out how marriage and circumcision rites of passage are carried out in their community.

Tell them that you expect answers from them in the next lesson.

Activity 2: Traditional rites of passage (Refer to Pupil's Book page 44)

Let the pairs observe the pictures.

Are they able to identify the rites of passage in the picture?

Guide them to identify those rites of passage in the picture.

Can they tell the importance of those rites of passage?

They should explain how the traditional wedding and Christian ceremonies are practiced in their community. They should also explain how naming process is carried out both in Christianity and Traditional African societies. Guide them in making similarities and differences between Christianity and Traditional Africans. At the end of the lesson, make sure pupils are able to identify the similarities and differences between the two rites of passage.

Assessment opportunities

Observation

Observe the pairs discussing the answers.

Conversation

Talk to the pupils about the similarities and differences while discussing the answers.

Group work (Refer to the Pupils Book page 45)

In groups of five, discuss the rites of passage in your community.

Write them in books and present in class.

Are they able to identify the rites of passage in their community?

Guide them to sing a wedding song in class.

Help them to understand the significance of that song.

Assessment opportunities

Observation

Observe the pupils discussing the rites of passage.

Do they understand those rites of passage?

Conversation

Talk to the pupils the meaning of the rites of passage while discussing the answers.

Activity 3: Role play (*Refer to Pupil's Book page 46*)

You will need to go through the whole process with the whole class. They should understand how a marriage ceremony is conducted. Prepare one group to act as the bride and the other one to present as the bridegroom.

Pupils should understand the main reason for having the marriage ceremony.

The other group should prepare on the gifts that are given to those wedding.

There is no wrong or right answer here.

Assessment opportunities

Observation

Observe the pairs discussing the answers. Have they presented the key points in the role plays?

Conversation

Talk to the pupils about the main points in a wedding ceremony.

Product

Explain to the pupils the presentations.

Activity 4: Traditional and Christian rites of passage (*Refer to Pupil's Book page 47*)

Ask the pupils to discuss the differences between Traditional rites of passage and Christian rites of passage. You can divide the class into two groups; Traditional Africans and Christianity.

You should facilitate the discussion to ensure pupils bring out clear differences between the two regions.

Write what they have discussed on the blackboard for further discussion in class.

You can make additional rites that pupils were not able to mention during their class discussion.

Assessment opportunities

Observation

Ensure pupils are discussing the right thing.

Conversation

Talk to the pupils about the differences while discussing.

Product

Read the answers.

Activity 5: Role play (*Refer to Pupil's Book page 50*)

Guide the pupils to perform a role play about a marriage ceremony.

Can they guess the role they are playing?

Let them write in books the things they have observed.

Can pupils tell the importance of the marriage ceremony?

Let them compare the difference between the Traditional marriage ceremony and the Christian marriage ceremony.

You can help them in identifying the similarities and differences.

Assessment opportunities

Observation

Observe the group as they perform a role play.

Conversation

Talk to the pupils as they discuss answers.

Teaching notes

- A traditional rite is a ceremony that is carried out by a particular group of a certain community.
- It is also away of communicating something religious through words, signs or actions.
- Rites of passage are; birth, circumcision, marriage and death.