



South Sudan



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# Primary CRE Teacher's Guide 5

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

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

The Teacher's Guide provides:

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



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

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

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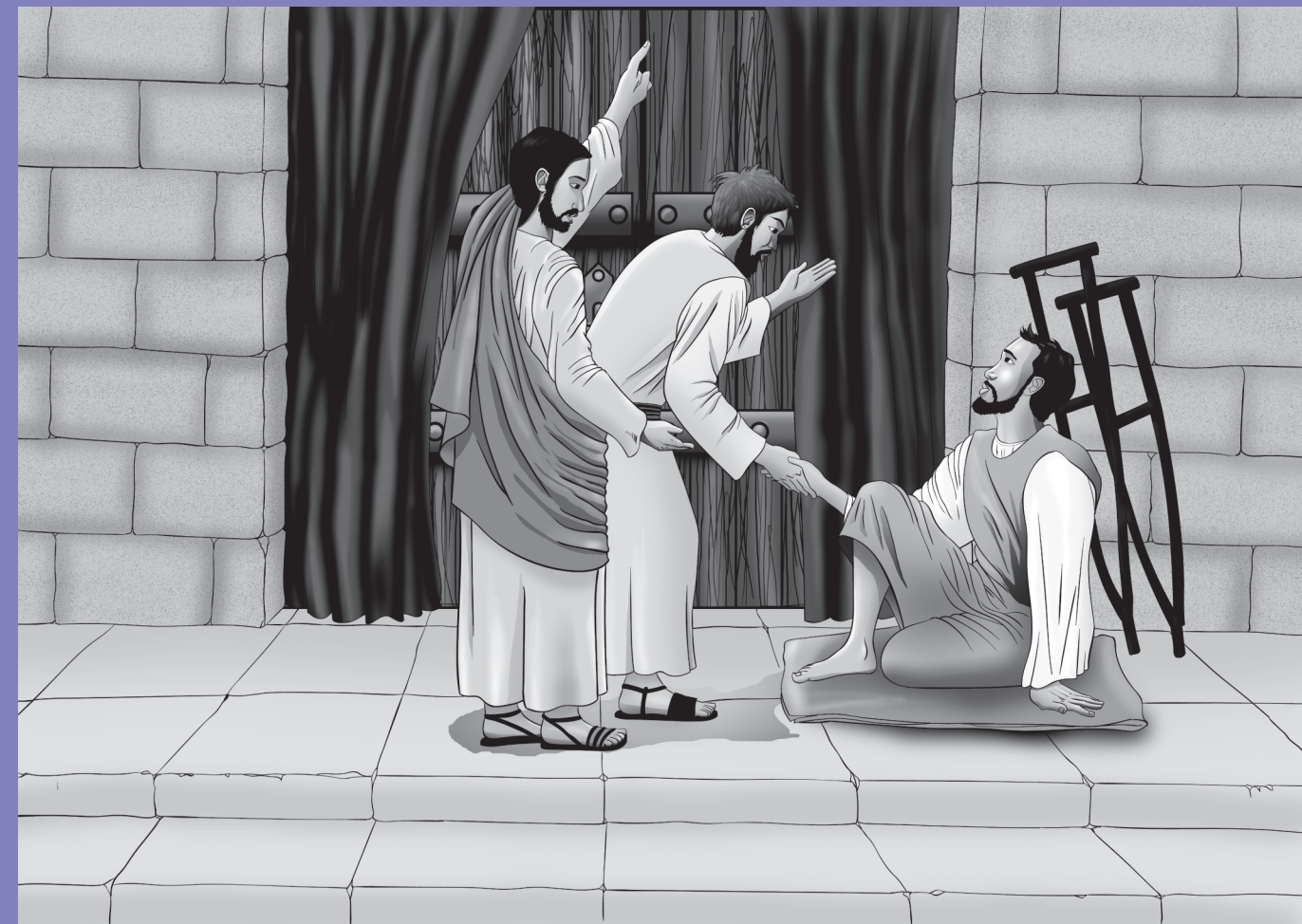
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# CRE

## Teacher's Guide 5

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## FOREWORD

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

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

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

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



Deng Deng Hoc Yai, (Hon.)

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

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## INTRODUCTION

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

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

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

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

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

### **The Book Structure**

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

## ORGANISATION OF THE TEACHER'S GUIDE

Each unit 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 a wide range of topics or situations. In essence they are familiar with the pupil's experiences and the activities they do on a daily basis. These are accompanied by pictures that will motivate the pupil's.

## 2.

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

## 3. Specific Learning Outcomes

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

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

## 4. Key inquiry questions

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

## 5. Core Competences to be developed

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

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

## 6. Links to other subjects

It is important for pupil's 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 pupil's so that they are aware!

## 7. Learning activities – Learning Activities are expected to engage pupil's in an interactive learning process as much as possible (learner-centred and participatory approach). They outline guidelines on how to facilitate the learner's activities in a way that promotes the development of core



competences, values, skills and attitudes. It also provides a way that the teacher can cater for the different special education needs with a consideration to the nature and requirements of the lesson. This section contains suggestions of remedial activities for slow pupil's too. The teacher is also guided on how to instruct with approach to PCIs.

Suggestions on when to arrange the pupil's in groups have been made in this teacher's guide. It is encouraged to group the pupil's during all lessons. This is because it allows all pupil's to participate and develop their communication skills.

However bear in mind the special educational needs, gender balance, and the ability of the members. Ensure minimum movement when grouping the pupil's and encourage them to speak quietly so that they are able to listen to one another.

### **The Teaching Process**

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

- A lesson is aligned with the number of activities.  
Each lesson has learning outcomes whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the pupil's.
- 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 pupil's in an interactive learning process as much as possible (learner-centered and participatory approach). This section also contains suggestions of remedial activities for slow pupil's. There are suggestions of activities and written exercises for fast pupil's, too. In this digital era there are activities where computer devices are necessary. Each lesson has Links to other subjects, its Assessment Criteria and the Materials (or Resources) that are expected to be used in the teaching and learning process.

### **Activities for Oral lessons**

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

## Teaching Methods in CRE

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 the teacher to demonstrate first what he or she expects of them. When the teacher is demonstrating, say for example how a game is done, he or she is to ensure that all the pupils can see what he or she is 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 a teacher asks a question to one of his or her 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, the teacher should

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

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

### **(iii) Role play**

This method can be applied in teaching of speaking, listening and reading skills. The teacher can ask 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 the teacher during the lesson.

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

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

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

### **(v) Discussion**

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

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

- (i) A group atmosphere should prevail where all are actively involved.
- (ii) Participation should be critical and reflective with lots of cooperation.
- (iii) All in class should share in decision making and conclusions reached.
- (iv) The teacher's 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 Pupil's**

Grouping pupil's 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 pupil's 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 pupil's has several advantages such as**

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

The type of "grouping" that a teacher may choose depends on:

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

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

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

## **Important Attitudes In Learning Of CRE**

### **a) In pupil's**

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

### **Practical approach**

To problem solving. Pupil's should seek answers to their questions and problems by finding out wherever possible.

- **Responsibility**

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

- **Cooperation**

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

- **Curiosity**

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

- **Self-confidence**

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

Pupil's should be patient with each other as other pupil's may be quick to answer and others slow to understand.

### **b) In teachers**

- Engage students in a variety of learning activities.
- Apply appropriate teaching and assessment methods.
- Adjust instructions to the level of the learner.
- Encourage creativity and innovation.
- Make connections or relations with other subjects.
- Show a high level of knowledge of the content.
- Develop effective discipline skills to manage the classroom adequately.

- Be a good communicator.
- Be a guide and counselor.
- Have strong passion for children, teaching and learning.

### **Teaching Resources**

These refer to things that the teacher requires during the teaching process. They include:

- The Bible
- The classroom
- Textbooks
- Wall charts. Cards, pictures and wall maps
- Classroom objects
- Models
- Resource persons
- Social facilities such as health centres, mosques, other learning institutions and community organizations.
- Enterprises such as agricultural farms, industries and others.

### **Conclusion**

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

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

# unit 1

# Abraham the Father of Faith

Religious Education Primary 5	Unit 1: Abraham the Father of Faith
<b>Learn about</b>	<b>Key inquiry questions</b>
<p>Pupils should explore The Call and God's promises to Abraham through listening to the story from the Bible and discussing its meaning. They should reflect on and discuss the importance of Abraham's faith to Jewish people and to Christians today. They should learn about Abraham's journey to Cana and know that Abraham built an altar for the Lord God in Shechem and Negeb. They should learn the names of the wife of Abraham and his son. They should discuss God's demand for Abraham's son. They should reflect on and compare this to the importance placed on sacrifice in African traditional belief.</p> <p>They should use the knowledge of Abraham's call and God's promises to him in their previous discussion to talk about the call to serve God (e.g. Reverend, Father, Pastor, Sister or Brother). They should consider the roles religious people play in society today.</p>	<ul style="list-style-type: none"> <li>• Why is Abraham called the father of faith?</li> <li>• How was Abraham called?</li> <li>• What is the relevance of Abraham's call to modern Christian?</li> </ul>

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand who Abraham was</li> <li>• Know the promises God made to Abraham and the responsibilities he assigned to him</li> <li>• Describe how Abraham traveled to the land of Canaan</li> <li>• Explain the roles religious people carry out in our society today</li> <li>• Know where Abraham lived before going to the Promised Land</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and interpreting the call of Abraham from the Bible</li> <li>• Reflecting and comparing with sacrifice in African traditional culture</li> <li>• Discuss why God called Abraham and made promises with him</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate and respect the religious belief of Abraham as the father of Faith</li> <li>• Value the contribution of Abraham as the founder of religious faith</li> </ul>

### Contribution to the competencies

Critical thinking: About God's love to the people of Israel and the whole world

Communication: Group discussion on how Abraham attempted to sacrifice his only son (Isaiah)

Co-operation: Reading and sharing the Biblical story on the call of Abraham

Heritage and Culture: Comparing the importance placed on sacrifice in African traditional culture

### Links to other subjects

### **Assessment opportunities**

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

- Observation
- Conversation
- Product

### **An outline of the learning**

This unit is about Abraham the father of Faith. By the end of the unit, pupil's should be able to understand who Abraham is. It also discusses the promises God made to Abraham. Pupil's should also understand the responsibilities God gave Abraham. The unit also describes how Abraham traveled to the land of Canaan and explains the roles religious people carry out in our society today. It explains where Abraham lived before going to the Promised Land. In addition, it also explain the contributions of Abraham to our religious faith.

### **Using the Learner's Textbook**

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

The different activities all have a different colour and shape, so the pupil's 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 student competencies**

This unit presents many opportunities for critical and creative thinking: reading and interpreting Abraham the father of faith. Role playing and identifying the promises given to Abraham by God.

Pupil's are asked to work in pairs, groups and with the help of their parent or guardian. So there are continuous opportunities for co-operation and teamwork. In their discussions and presentations in groups or as a whole class, there are many opportunities for communication.

It is important in p1 that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences.

### **Crosscutting issues to be addressed**

- Environmental awareness
- Gender balance



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

## Abraham and his relatives

### Information for the teacher

Abraham is the father of faith according to the Bible. He obeyed God in all ways. For example, when God told him to sacrifice his only son, Isaac, he obeyed. But when he was about to sacrifice him, God provided a lamb instead. He therefore became a friend of God. God promised that through him, He would bless all nations. He also promised to bless Abraham with many descendants. By the end of this section, the learner should be able to explain who Abraham was and who his relatives were.

### Activity 1.1 on page 1

Using manila papers and Bibles, guide the pupil's in answering the questions in the activity.

Let pupil's read Genesis 11:27-32 with you. From the verse they should find father of Abraham, wife of Abraham, where Abraham was traveling to when he left his home town.

### Expected answers

1. Terah
2. Sarah/Sarai
3. Canaan

Individually, ask pupil's to merge relatives of Abraham in A with their names in B, as in the **table on page 2**. Father-Terah

**Wife – Sarah**

**Son – Isaac**

**Brothers – Nahor and Haran**

Group pupil's in groups of four. Let them do the **group work on page 3**. Ask them to share their work with the rest of the groups to see what they have. Each group to write their points down. Have a look at what they have written. They should be able to tell you things like, Abraham accepted to sacrifice his only son Isaac, he accepted to go to land that he did not know etc.

Ask pupil's to do **activity 1.2 on page 3**. Ask them what they understand about the term faith. **Faith** is to be sure of the things we hope for, and to be certain of

the things we cannot see. Take them to a nature walk outside the classroom. In pairs let them blindfold each other and look for a open placed in a surrounding area. This will demonstrate the meaning of faith. You can ask them what they have learnt after the activity.

Avail the manila papers with answers from pupil's. Source for relevant videos showing different actions that show the faith of Abraham. Organise the pupil's to watch and talk about what they have watched. Organise the pupil's and guide them using appropriate and relevant resources to discuss about Abraham. The findings should be written down and reported back to class. Appreciate each group and guide them appropriately.

By the end of this section, the learner should be able to explain who Abraham was and who his relatives were.

### **Assessment Opportunities**

#### **Observation**

Observe pupil's discussing Abraham the father of faith.

Can they understand why Abraham is called the father of faith?

#### **Conversation**

Talk to the pupil's while they are discussing.

Do they understand who Abraham is and who his relatives were?

#### **Product**

Look at the presentation of their work in class.

Do they give different understanding of Abraham?

### **The call of Abraham and the promises from God**

#### **Information for the teacher**

The teacher should ensure that every learner participate. Source for relevant videos showing the demonstrations on how God called Abraham and the promises He made. Organise the pupil's to watch and talk about what they have watched. The findings should be written down and reported back to class.

#### **Activity 1.3 on page 4**

Read Genesis 12:1-9 with the pupil's as in the activity 1.3 on page 4. Ask them what they have learnt from the Bible verse. Let them write down and share with their friend.

Ask pupil's to do **activity 1.4 on page 5**. Arrange pupil's in groups of five; ask them to discuss how the call of Abraham and the promises from God relates to their own life. Let them share their findings in class. Have a look at what they have. Encourage relevant answers.

Sing with the pupil's the **song on page 6** about Abraham. Ensure all the pupil's participate so that they understand the message about Abraham.

To encourage continuous learning process, give the pupil's home work. Let them inquire from their parents or guardian the story of Abraham. They should also inquire about the promises given to Abraham by God. They should summarise the story in their own words and share with the rest of the members in class when they come back from home.

By the end of this section, the learner should be able to describe the Call of Abraham and the promises God gave him.

### **Assessment Opportunities**

#### **Observation**

Observe pupil's discussing the call of Abraham and the promises from God.

Can they understand why God called Abraham and why He made promises to him?

#### **Conversation**

Talk to the pupil's while they are discussing.

Do they understand the call of Abraham and the promises from God?

Product

Look at the presentation of their work in class.

Do they differ in their understanding?

### **The journey from Haran to Canaan**

#### **Activity 1.5 on page 8**

Read Genesis 12:1-9 with the pupil's in the **activity 1.5 on page 8**. Ask pupil's what they have to say about Abraham from the verse that you have read with them.

Ask them to do the **pair work on page 9**. With their friend, let them discuss where they normally go to worship. Each one of them should say the church he or she goes to worship. Appreciate each religion.

Organise pupil's to do **activity 1.6 on page 10**. Ask them the reason why they think God call Abraham. If they can access library or internet, let them research on the promises given to Abraham and present their findings in class.

To encourage continuous learning, give pupil's **home work which is on page 10**. They should inquire from parents why Abraham moved from Haran to Canaan and the reasons. Ask them to interpret the explanation in their own words and present in class.

## Assessment opportunities

### Observation

Observe pupil's talking about the journey of Abraham from Haran to Canaan.  
Can they understand why Abraham moves from Haran to Canaan?

### Conversation

Talk to the pupil's while they are discussing about the journey of Abraham from Haran to Canaan.

Do they understand the reason why Abraham decided to move from Haran to Canaan?

### Product

Look at their presentation in class.

Are they able to give reasons why Abraham moves from Haran to Canaan?

## God commands Abraham to sacrifice his son

### Information for the teacher

(Genesis 22:1-19)

The teacher should ensure that every learner participate. Source for relevant videos showing the demonstrations on how Abraham was on his way to sacrifice his son Isaac. Organise the pupil's to watch and talk about what they have watched.

### Activity 1.7 on page 11

Guide the pupil's in reading Genesis 22: 1-19. Set the pupil's in small groups to role-play on God's command to Abraham to sacrifice his son, Isaac.

### Activity 1.8 on page 12

Organize pupil's to do activity 1.8 on page 12. Ask them what could be their reaction to God's demand if they were Abraham. They should also try to relate God's commandments to Abraham to their own life. Let them discuss in groups of five. Encourage relevant answers.

Sing the following chorus on page13 with the pupil's.

**Trust and obey,  
For there is no other way,  
To be happy in Jesus,  
But to trust and obey.**

### **Activity 1.9 on page 14**

Ask the pupil's to explain how they would show understanding of faith through Abraham. Let them discuss in class how they will use importance of faith to Jewish people and Christian today to relate to their own life.

Group pupil's into groups of five to do **activity 1.10 on page 15**. Let them discuss other reasons that they may know on why people use to offered sacrifice in traditional African society.

Home work is a good way to encourage continuous learning. Give pupil's **home work on page 15**. Let them inquire how people used to worship God in their community. They should also inquire places that people used to offer sacrifices in the community. Ask them also to inquire reasons why people used to offer sacrifices in their community. Pupil's should present what they have learnt about their community in class.

By the end of this section, the learner should be able to understand how God commanded Abraham to sacrifice his son, Isaac.

### **Assessment Opportunities**

#### **Observation**

Observe pupil's discussing why God commanded Abraham to sacrifice his son Isaac.

Can they understand why God commanded Abraham to sacrifice his only son Isaac?

#### **Conversation**

Talk to the pupil's while they are discussing.

Do they understand why God commanded Abraham to sacrifice his only son Isaac?

#### **Product**

Look at the presentation of their work in class.

Do they differ in their understanding?

### **Answers to Activity - 1.11 on page 15**

1.
  - i) Bishop
  - ii) Father
  - iii) Pastor
2.
  - i) He appointed them to be:
    - (i) apostles
    - (ii) prophets
    - (iii) evangelists
    - (iv) pastors and teacher

## Religious leaders and their roles in the society

### Information for the teacher

Avail pictures photographs or charts showing different leaders and how they dress while doing their roles. Source for relevant videos showing different leaders doing various activities such as preaching and baptizing new converts. Organise the pupil's to watch and talk about what they have watched. Guide the pupil's to use the library materials computers, smart phones or any other available source to find out more about the roles of religious leaders. Library and internet should be used if they are available or if they can access.

### Activity 1.12 on page 17

Ask pupil's to discuss the roles that religious leaders play in their churches today. Ask pupil's to explain how the roles make their life easy in church they go. Arrange pupil's in pairs and let them discuss the importance of religious leaders in our church today. As young people what can they do in church to make the work of the leaders easy? Let them discuss in pairs and tell you what they have discussed.

**To ensure they are understanding what they have learnt generally, let them do check your progress on page 19.**

### Assessment Opportunities

#### Observation

Observe pupil's discussing religious leaders and their roles in the society. Can they understand religious leaders and their roles in the society?

#### Conversation

Talk to the pupil's while they are discussing about religious leaders and their roles.

Do they understand the role of the religious leaders?

### Product

Look at the work they are doing in groups.

Do they differ in identifying the role of the religious leaders?

### Answers to Check your progress on page 19

1. Reverend.

Bishop

Father

Pastor

2. He trusted and obey God. He accepted to sacrifice his only son Isaac.

3. To test his faith.
4. To test his faith.
5. Bless those who bless him and curse those who curse him.  
Through him God would bless all nation.
6. Mountains, shrines, under a tree.
7. To appease their ancestors.

# unit 2

## Moses and the Ten Commandments

Religious Education Primary 5	Unit 2: Moses and the Ten Commandments
<b>Learn about</b>	<b>Key inquiry questions</b>
<p>Pupil's should research the call as told in the Bible, tell why God called Moses and how God treated the Egyptians. They should discuss with their teacher how the call of Moses is relevant to their lives and how African people today are called to a religious life.</p> <p>They should explore with their teacher what the Bible says about the presence of God on mount Sinai and God's promises to the people of Israel. They should consider the importance of the mountain in Jewish and in African traditional culture.</p> <p>They should learn about the Ten Plagues, the Ten Commandments and how Moses received the Commandments.</p> <p>They should work in groups to perform a role play about God's punishment to the Egyptians or on Moses receiving the Ten Commandments. They could sing songs composed about Moses (e.g. <i>Go Moses and deliver my People</i>).</p>	<ul style="list-style-type: none"> <li>• How important are the Ten Plagues and Ten Commandments to the people of Israel?</li> <li>• What lessons have we learnt from the punishment of the Egyptians and the Ten Commandments?</li> </ul>

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand the Call of Moses and why it is important</li> <li>• Name the main features of the Sinai covenant</li> <li>• Define the words: covenant, commandments and tablets</li> <li>• Know the instructions (promises) that God give to Moses</li> <li>• Mention the Ten Plagues in the story of Moses</li> <li>• Discuss the importance of Moses's call to the people of Israel</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and interpreting the Bible on the call of Moses, Ten Plagues and Ten Commandments</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate and value the call of Moses and others to serve God</li> <li>• Know that Christians believe in God's Commandments and Moses as a prophet of God</li> </ul>

### Contribution to the competencies

Critical thinking: Looking at the call of Moses and relating it to their daily life

Communication: Reading with the teacher of the verses from the book of Exodus, and discussing their meaning

Co-operation: Group discussion on the roles played by Moses in liberating the Israelites

Culture and Heritage: Relating the significance of the mountain to African traditional culture

### Links to other subjects

The Arts: Singing



### **Assessment opportunities**

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

- Observation
- Conversation
- Product

### **An outline of the learning**

This unit is about Moses and the Ten Commandment. By the end of the unit, pupil's should be able to understand the birth and early life of Moses. It also discusses the call of Moses and the promises that God gave Moses. In addition, it also discusses the Ten Plagues. The pupil's also should be able to understand the importance of the call of Moses. They should also be able to understand the Ten Commandments. Importance of the Ten Commandments and plagues to the Israelites.

### **Using the Learner's Textbook**

There are both words and pictures in the textbook, this unit talks about Moses and the Ten Commandments. Life of Moses and the call of Moses.

The textbook also talks about the life of Moses and the Israelites. How God sent plagues to punish the Israelites so that pharaoh could release them.

There are various activities for the pupil's to be involved during the learning process.

To ensure continuous learning also there is homework where parents or guardian are involved.

### **The student competencies**

This unit presents many opportunities for critical and creative thinking: reading and naming the Ten Commandment. Role playing the call of Moses and naming the Ten plagues.

Pupil's are asked to work in pairs, groups and with the help of their parent or guardian. So there are continuous opportunities for co-operation and teamwork. In their discussions and presentations in groups or as a whole class, there are many opportunities for communication.

It is important in p1 that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences.

### **Crosscutting issues to be addressed**

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

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

## **The Birth and early life of Moses**

### **Information for the teacher**

The birth of Moses occurred when Pharaoh was the king of Egypt. King Pharaoh had ordered any Hebrew male born to be killed. This was due to the fear from the increasing population of the Hebrews in Egypt. Egyptian feared they might be defeated soon if the Hebrews bore male children who could form a strong army

Pharaoh's daughter was walking along the riverbank. She saw a baby inside the basket. She then adopted him. She named him Moses and brought him up in the palace.

### **Activity 2.1 on page 20**

In pairs let pupil's write down what happens when a baby is born in a family. Why is it that people are happy when they see a new born baby? Let them discuss in pairs. They should share with their friend first experience they encounter when a child was born. It can be in their home or neighbours. As a class help the pupil's to read Exodus 2: 1-10 and understand the story of Moses and his early life. Let pupil's present what they have discussed.

Source for relevant videos showing the early life of Moses. Organise the pupil's to watch and talk about what they have watched. Organise pupil's and guide them using appropriate and relevant resources to discuss about Moses. The findings should be written down and reported back to class. Appreciate each group and guide them appropriately on the relevant content.

### **Activity 2.2 on page 22**

Help pupil's to read Exodus 2:1-10 as in the activity 2.2 on page 22. Ask pupil's to explain the birth of Moses from the verse that you have read. Ask them to tell you what they have learnt from the verse. Encourage relevant answers from the pupil's.

Give pupil's **home work** that is **on page 22**. Ask them to inquire the mother of Moses and the father of Moses from the Bible. When they come back let them tell what they were told. Home work enhanced continuous learning process  
By the end of this section, the learner should be able to understand the birth and early life of Moses.

## Assessment Opportunities

### Observation

Observe pupil's discussing the birth and early life of Moses.  
Can they understand the early life of Moses?

### Conversation

Talk to the pupil's while they are discussing about the early life of Moses.  
Can they explain early life of Moses?

### Product

Look at the work they are doing in groups.  
Are they able to explain the early life of Moses?

## The call of Moses and the promises God made to him

### Information for the teacher

Moses was called when he was taking care of Jethro's flock of sheep. Jethro was his father in law. While he was in the field he encountered a call from God. God appeared to him in a burning bush near Mount Sinai. The bush was burning but it was not being consumed. When Moses saw it, he drew near to see what was happening. God called him by name and told him to remove his sandals because he was standing on a holy ground.

Arrange pupil's in pairs. With their friend, ask them to look at the picture on page 23. What do they see? Let them explain to you what they think is happening in the picture.

Expected answers: they should be able to see things like; burning bush, sandals, sheep, fire. What is in the picture is Moses and the burning bush.

### Activity 2.3 on page 24

Guide the pupil's in reading Exodus 3:1-22. The teacher should ensure that every learner has participated in reading the Bible verse given. Explain the story of Moses to the pupil's. Ask the pupil's how they would use the story of Moses to applied to their own life

### Activity 2.4 on page 25

Guide pupil's to do the activity 2.4 on page 25. Ask them to match the words in A with their meaning in B. COVENANT- A sacred agreement between God and an individual or a group of people.

COMMANDMENT – A divine rule.

TABLET – A flat slab of stone, wood or clay mostly used for an inscription.

Put pupil's into groups of five to do group work on page 28. Ask them to discuss the importance of the promises given to Moses by God. Let them explain how they would apply the promises to their own life. Encourage relevant answers from the pupil's.

### **Activity 2.5 on page 28**

Read Exodus 23:20-33 given in the activity 2.5 on page 28 with the pupil's. Ask the pupil's what they have learnt from the Bible verse that they have read. Let them share with their desk mate what they have learnt from the verse. By the end of this section, the learner should be able to describe the call of Moses.

### **Assessment Opportunities**

#### **Observation**

Observe pupil's while discussing the call of Moses and the promises God gave to him.

Can they understand the call of Moses?

#### **Conversation**

Talk to the pupil's while they are discussing about the call of Moses.

Do they understand the promises God gave Moses.

#### **Product**

Look at their presentation in class about the call of Moses and the promises given to him by God?

Do they differ in understanding the call of Moses? What of the promises?

### **Importance of the call of Moses and the Ten Plagues**

#### **(Exodus 23:20-33)**

### **The Ten Commandments**

#### **Activity 2.6 on page 29**

Ask pupil's to look at the picture in the activity 2.6 on page 29 with their friend. Let them tell you what is in the picture. They should tell you about Moses holding two stone tablets.

Organize them in groups of four to do the **group work on page 30**. They should discuss in details the Ten Commandments given and their meaning. Ask how they would apply the Ten Commandments to their daily life. Encourage them to share with the rest of the groups what they have discussed. Ask one member from each group to present what they have discussed.

### **Activity 2.7 on page 31**

Read Exodus 20:1-17 given in the text book with the pupil's. Interpret for them each Commandment. Ask them what they have learnt from the verse and also from your explanation. Encourage them to share what they have learnt with their friend.

Individually ask them to do **individual work on page 31**. Each one of them to write down the first four commandments as in the book of Exodus. Ask them to show each other what they have written. They should tell you what they have learnt from the fifth commandment. Ask them how they can use the fourth commandment to apply it to their own life.

Organise pupil's in pairs to do the **pair work on page 32**. Read with them Matthew 22:36-40. With their friend, let them discuss the two greatest commandments from the verse. Ask them to tell you what they have discussed. Ask them how they will demonstrate love to their neighbor as the Bible says. Guide them to ensure they discussed the right thing.

By the end of this section, the learner should be able to understand the importance of the call of Moses and the Ten Plagues.

### **Assessment Opportunities**

#### **Observation**

Observe pupil's discussing the importance of the call of Moses and the Ten plagues. Can they understand the importance of the Ten plagues? What about the importance of the call of Moses?

#### **Conversation**

Talk to the pupil's while they are discussing about the importance of the call of Moses and the Ten plagues.

Do they understand the importance of the call of Moses? Are they able to relate to their daily lives?

#### **Product**

Look at their presentations in class about the importance of the Ten plagues and the call of Moses.

Do they differ in their understanding of the importance of the call of Moses? What of the promises?

## Importance of the Ten Commandments and the Ten Plagues

### Information for the teacher

Set pupil's in small groups to discuss on the importance of the Ten Commandments. Help the pupil's understand the importance of the Ten Commandments and the Ten Plagues. The teacher should ensure that every group has participated.

### Activity 2.8 on page 34

Ask pupil's to explain in their own words the reason why they think God gave the Israelites the Ten Commandments. Why do they think God decided to send plagues to the Israelites? Ask them what they have learnt from the Ten plagues given to Israelites. How can they apply it to their daily lives? Encourage relevant answers from the pupil's to ensure they have understood what they are doing. To check on their progress, ask them to do **check your progress on page 35**

By the end of the section, the learner should be able to identify the importance of the Ten Commandments and the Ten Plagues to the Israelites.

### Assessment Opportunities

#### Observation

Observe pupil's discussing the importance of the Ten Commandments and the Ten plagues.

Can they understand the importance of the Ten plague? What about the importance of the Ten Commandments?

#### Conversation

Talk to the pupil's while they are discussing about the importance of the Ten Commandments and the Ten plagues.

Do they understand the importance of the Ten Commandments? Are they able to name the Ten plagues?

#### Product

Look at their presentations in class about the importance of the Ten plagues and the Ten Commandments.

Do they differ in their understanding of the importance of the Ten Commandments and the Ten plagues?

### Answers to Check your progress on page 35

1. He was taking care of animals of his father-in-law. Narrate the call of Moses to the pupil's.
2. God would send an angel to protect him.  
God would take away all his illness.  
God would fight against his enemies.  
God would blow him with food and water.

3. He helped the children of israel out of slavery.
4. Love the lord your God with all your heart, with all your soul and with all your mind.
5. Honour your father and mother in order to live longer on earth.
6. By Using plagues.
7. Blood, flies, frogs, death of animals

<b>Religious Education Primary 5</b>		<b>Unit 3: Jesus Christ and His Mission</b>	
<b>Learn about</b>		<b>Key inquiry questions</b>	
<p>Pupil's should explore the biography of Jesus Christ and his mission to bring about human salvation. They should discuss the meaning of Jesus and Christ related to the Christian understanding of the Bible. Discuss other founders of religions (e.g. Prophet Muhammad Ibn Abdullah and Gautama Buddha) and talk about the similarities and differences between those founders.</p> <p>They should work in groups to sequence the teachings and the works of Christ and discuss their importance to Christians today.</p> <p>They should perform a role play about 'Jesus raising the son of a Widow' (<i>Lk 7: 11-17</i>) or Jairus's daughter 8: 42-42, 49-56.)</p>		<ul style="list-style-type: none"> <li>• Why is Jesus Christ so important to the Christian belief?</li> <li>• How did Jesus Christ carry out his mission?</li> <li>• In what ways are the various founders of religions different and in what ways are they similar?</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 words Jesus and Christ</li> <li>• Identify the teaching of Jesus on the Christian virtues</li> <li>• Explain the reasons for Jesus's mission</li> <li>• Discuss the importance of miracles</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the teaching of Jesus Christ and Muhammad</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate and value the works and teachings of Jesus Christ as our savior.</li> </ul>	
<b>Contribution to the competencies</b>			
<p><u>Critical thinking:</u> Reading and discussing with the teacher the Bible stories on the teaching and works of Jesus Christ</p> <p><u>Co-operation:</u> Performing role play on how Jesus raised the widow's son at Nain 7: 11-17 or Jairus' daughter 8: 42-42, 49-56.</p>			
<b>Links to other subjects</b>			
The Arts: Singing			



### **Assessment opportunities**

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

- Observation
- Conversation
- Product

### **An outline of the learning**

This unit is about Jesus Christ and his mission. By the end of the unit, pupil's should be able to understand the meaning of Jesus and the meaning of Christ. The unit also discusses reasons for Jesus' Mission. Let the learner understand the miracles of Jesus Christ. Guide them to look at the pictures on **page 44** and **45** showing the miracles of Jesus Christ. Jesus performed several miracles like feeding of the five thousand men with two fish and five loaves of bread, calming the storm, changing water into wine, raising of Lazarus and many more. In addition, it also discusses the Importance of the miracles of Jesus Christ. It also explains the founders of other religions like Islam.

### **Using the Learner's Textbook**

This unit is about Jesus Christ and His mission. There are both words and pictures. It talks about the miracles of Jesus. It also discusses to know some few life history of Jesus, its birth, dedication, His baptism and finally the miracles. Jesus came to die for our sins to be forgiven. There are various activities, pair work, and group work that the pupil's are going to be involved in the learning process

### **The student competencies**

This unit presents many opportunities for critical and creative thinking: reading and interpreting pictures about the miracles that Jesus performed. Role playing the miracles of Jesus like the healing of the blind man. Pupil's are asked to work in pairs, groups and with the help of their parent or guardian. So there are continuous opportunities for co-operation and teamwork.

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

It is important in p1 that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences.

### **Crosscutting issues to be addressed**

- Environmental awareness
- Gender balance

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

## The meaning of Jesus and the meaning of Christ

### Information for the teacher

Jesus means Saviour. Christ means the anointed one or the chosen one. Jesus grew up in Nazareth. Nazareth was his home place. On the eighth day, Jesus was taken to the temple for presentation. At the age of 12, Jesus and his parents went to the temple. This is the time Jesus was with the elders of the law in the temple. He got lost and his parents were looking for him. When they found him, He told them that He was supposed to be in his father's house. At the age of 30, Jesus was baptized by John the Baptist. He received the Holy Spirit in form of a dove. Mission of Jesus was to save human kind from sins. He died for our sins to be forgiven.

### Activity 3.1 on page 38

In the first activity, use pictures on page 38 and let the pupil's tell you what they can see. As a teacher help pupil's to understand what is in the picture. And also what is happening in the picture. There is a dove to signify Holy spirit. John baptising Jesus.

Source for relevant videos showing the life of Jesus Christ. Organise the pupil's to watch and talk about what they have watched. Organise the pupil's and guide them using appropriate and relevant resources to discuss about the life of Jesus. The findings should be written down and reported back to class. Appreciate each group and guide them appropriately on the relevant content.

By the end of this section, the learner should be able to explain the meaning of Jesus and meaning of Christ.

Arrange pupil's in pairs to do the **pair work on page 39**. Let them tell their friend who baptized Jesus. The answer should be John the Baptist. Ask them to share with their friend if they have been baptized. Ask them to explain reasons why they think people get baptized. The main reason it symbolises purification, qualifies one to be a Christian, it bring forgiveness of sin.

Organize them in groups so that they can do the **group work** on the same **page 39**. In groups of five, let them discuss when did Jesus receives the Holy Spirit. This should be during His baptism by the John the Baptist. Let them discussed in their own understanding the work of the Holy Spirit. Ensure they tell you what they have discussed to ensure they have done the right thing.

Home work encourages continuous learning process by involving the parents or guardian. Give them **home work** which is on **page 40**. Tell them to inquire from parents about baptism in their church. Let them also inquire from them why do people get Baptist. Ask them to present what they were told when they come back to school.

Guide pupil's to **recite the poem on page 40** about the core virtues. Recite with them the poem. Organize them in pairs and let them identify the core virtues from the poem.

**Expected answers; love, Forgiveness, Kindness, Generosity,**

### **Activity 3.2 on page 41**

Read Luke 6:27 with the pupil's as in the activity 3.2. Ask them to recite the verse together in class and tell their friends what the Bible says.

### **Assessment Opportunities**

#### **Observation**

Observe pupil's discussing the term Jesus and Christ.  
Can they understand the meaning?

#### **Conversation**

Talk to the pupil's while they are discussing about Jesus Christ.

#### **Product**

Look at their presentations in class.

### **Reasons for Jesus Mission**

Jesus Christ came to the world to show human beings the way to eternal life. He therefore, had to teach them on how live life a life that is holy. He taught people virtues that were to be their light to show them the way. Those teachings include love, kindness, justice, forgiveness and generosity.

### **Activity 3.4 on page 42**

Read Isaiah 61:1-3 and Luke 4:18-19 with the pupil's as in the activity 3.4. Let the pupil's identify the mission of Jesus from the verse. Ask the pupil's to tell you what they have learnt from the Bible verse that you have read with them.

### **Assessment Opportunities**

#### **Observation**

Observe pupil's reciting Biblical verse.  
Can they understand the meaning?

## Conversation

Talk to the pupil's while they are discussing Jesus mission.

## Product

Look at how they respond in class.  
Have they understood Jesus mission?

## The miracles of Jesus Christ

### Information for the teacher

Set the pupil's in small groups to role-play how Jesus raised the son of the widow at Nain. The story is in Luke 7: 11-17. The teacher should ensure that every group has participated. Brainstorm on the other miracles that Jesus performed.

Source for relevant videos describing how Jesus performed many miracles. Organise the pupil's to watch and talk about what they have watched on miracles of Jesus.

### Class activity 3.5 on page 43

Guide the pupil's in reading Luke 18: 35-43. Help the pupil's understand the story of Jesus healing the blind beggar. Let them role-play how Jesus raised the son of a widow at Nain. They should do it in small groups. Ask them to discuss among themselves the things that Jesus did that other people could not do.

By the end of the section, the learner should be able to explain the miracles of Jesus.

### Activity 3.6 on page 45

Read John 11:1-44 as in the activity 3.6 with the pupil's in class. Ask the pupil's what they have learnt from the verse that they have read. Let them explain what Jesus did. Encourage relevant answers from the pupil's.

Guide the pupil's to do the pair work on page 46. Let them read the verse with their friend and explain what they have learnt from the verse. They should tell their friend then write them down so that you have a look what they have written. They should look at the picture as say what Jesus is doing.

### Activity 3.7 on page 50

Organise pupil's to role-play the healing of the blind man. One of them to be Jesus, another to be the blind man and some to be the disciples.

Put them in groups of five, to do the group work on page 49. Ask them to discuss about miracles that Jesus did. Let them identify people that Jesus Christ raised from the death. Ask them if there any other miracle of Jesus that they may know.

## **Assessment Opportunities**

### **Observation**

Observe pupil's reciting Biblical verse. Observe the role-play.  
Can they retell the story about the healing of the blind beggar?

### **Conversation**

Talk to the pupil's while they are discussing the healing of the blind beggar.  
Do they understand the miracles of Jesus?

### **Product**

Look at how they role-play in class.  
Are they able to deliver the message of the miracles of Jesus?

## **Importance of the miracles of Jesus Christ**

### **Information for the teacher**

Brainstorm on how important the miracles that Jesus performed are to Christians. Available source to find out more about the miracles. The findings should be written down and reported back to class.

## **Assessment Opportunities**

### **Observation**

Observe pupil's reciting Biblical verse.  
Can they retell any three miracles performed by Jesus?

### **Conversation**

Talk to the pupil's while they are discussing about miracles of Jesus and its importance.  
Do they understand the importance.

### **Product**

Look at how they present their work in class.

## **Answers to check your progress on page 54**

1. Saviour
2. Bethlehem  
Manger
4. John the Baptist
5. Dove
6. Sins
7. Love, forgiveness, generosity, kindness
8. Jesus calmed the storm.  
He fed 5000 people with five loafs of bread and two fish.  
He raised the dead.  
He changed water into wine.

# The First Apostles and Disciples

Religious Education Primary 5	Unit 4: The First Apostles and Disciples
Learn about	Key inquiry questions
<p>Pupil's should explore in the Bible the call of the first apostles and disciples, and discuss the roles played by them. They should be introduced to other followers found in other major faiths (e.g. Hindu, Buddhism and Islam). Compare the roles played by the different followers in their faiths.</p> <p>They should work in groups to look at the importance of the first apostles and disciples to Christians, and discuss how this relates to modern life. Pupil's should be encouraged to role play the miracles performed by Peter and John: The Crippled Beggar (Act 3: 1-10)</p>	<ul style="list-style-type: none"> <li>• Why are the first apostles and disciples of significance to the Christian faith?</li> <li>• What relevance did the first apostles and disciples have on the evangelisation of humanity?</li> </ul>

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Know why the apostles and disciples were called</li> <li>• List down the names of apostles that they can remember</li> <li>• Explain the roles of first apostles and disciples</li> <li>• Explain the importance of the apostles and disciples to Christians</li> <li>• Discuss the ways in which God calls people today</li> <li>• Know that other faiths have followers</li> </ul>	<ul style="list-style-type: none"> <li>• Read the story about the first apostles and disciples from the Bible and interpret its meaning</li> <li>• Sequence the works of the first apostles and disciples</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate and value the works of the first apostles and disciples as significant to Christian belief</li> <li>• Develop respect for those called by God in his ministry</li> </ul>

Contribution to the competencies

Communication: Communicating understanding of the Bible about the call of the first apostles and disciples

Co-operation: Working together to role play

Links to other subjects

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit is about apostles of Jesus and his disciples. By the end of the unit, pupil's should be able to; to understand the reasons why Jesus called his disciples, state the early disciples of Jesus, explain the roles that disciples play and understand the importance of the apostles and disciples to Christian

## **Using the Learner's Textbook**

The text book has both words, pictures across the unit. The learner's text book helps to understand about the first apostles of Jesus. Jesus called his disciples to help him in his work. Simon peter and his friend were called while they were catching fish. They were told now they will be fishers of men. Preaching the word of God to the people. Disciples also helps the needy, they healed the sick like the lame man at the beautiful gate. The pupil's' book helps to relate early disciples of Jesus and those of today. There are various activities that will help the pupil's to understand about the first apostles of Jesus and their work.

## **The student competencies**

This unit presents many opportunities for critical and creative thinking: reading and interpreting pictures about the apostles and disciples. Role playing the miracles of Jesus like the healing of the blind man. Pupil's are asked to work in pairs, groups and with the help of their parent or guardian. So there are continuous opportunities for co-operation and teamwork.

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

It is important in p1 that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences.

## **Crosscutting issues to be addressed**

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

- Good citizenship
- Child rights

## **Reasons why Jesus called his apostles and disciples**

### **Information for the teacher**

The major roles of the disciples were to preach about the Kingdom of God, heal the sick and cast out demons

#### **Activity 4.1 on page 57**

Let pupil's use manila papers to make a list of the disciples of Jesus Christ. As a class help pupil's to understand the help the disciples gave to Jesus.

Source for relevant videos showing how the disciples helped Jesus. Organise the pupil's to watch and talk about what they have watched. Organise the learners and guide them using appropriate and relevant resources to discuss about why Jesus called his disciples and apostles.

#### **Activity 4.2 on page 58**

Ask pupil's to write an essay about the disciples of Jesus. Let them share with their friends what they have written. Have a look at their essay to see if they have written something related to disciples of Jesus.

Sing with them the song about fishers of men on page 58.

Organize pupil's to role-play the call of the first disciples as on page 58.

### **Assessment Opportunities**

#### **Observation**

Observe pupil's discussing the first apostles of Jesus.

Can imitate the calling of the first apostles of Jesus?

#### **Conversation**

Talk to the pupil's while they are discussing the apostles of Jesus.

Can they identify their names?

#### **Product**

Look at how they role play the call of the disciples.

## **The early disciples and apostles of Jesus**

### **Information for the teacher**

Explain to pupil's who the disciples of Jesus were before their call to discipleship. The following are the first disciples and apostles of Jesus:



1. Simon Peter
2. Andrew
3. John
4. James the Greater
5. James the Younger
6. Matthew also called Levi
7. Philip
8. Bartholomew
9. Thomas
10. Thaddaeus
11. Simon the Zealot
12. Judas Iscariot
13. Paul

The teacher should ensure that every group has participated. Look for relevant videos showing how Peter and John healed a Crippled Beggar. Organise the pupil's to watch and talk about what they have watched on miracles of Jesus. Appreciate the pupil's and advice them appropriately.

### **Assessment Opportunities**

#### **Observation**

Observe pupil's discussing the first disciples and apostles of Jesus.  
Can the pupil's name them?

#### **Conversation**

Talk to the pupil's while they are discussing the apostles of Jesus.  
Can they explain their roles?

#### **Product**

Look at how they role play the call of the disciples.

### **The roles that disciples and apostles of Jesus play**

#### **Information for the teacher**

The teacher should ensure that every group has participated. Source for relevant videos showing how Peter and John healed a Crippled Beggar. Organise the pupil's to watch and talk about what they have watched on miracles of Jesus.

#### **Activity 4.3 on page 61**

Set the pupil's in small groups to role-play how Peter and John healed a Crippled Beggar. Help the pupil's to role play how Peter and John healed a Crippled Beggar. Let them share with their friend any other thing that disciples did. They healed the sick, preach the word of God etc.

## **Assessment Opportunities**

### **Observation**

Observe pupil's discussing the first disciples and apostles of Jesus.  
Can the pupil's understand their roles.

### **Conversation**

Talk to the pupil's while they are discussing about the roles of the disciples.  
Can they explain their roles?

### **Product**

Look at how they role play the healing of the blind beggar at the beautiful gate.

## **Importance of the apostles and disciples to Christians**

### **Information for the teacher**

By the end of the section, the learner should be able to explain the importance of disciples and apostles to christians.

### **Class Activity**

Brainstorm on how important the disciples and the apostles of Jesus are.

## **Assessment Opportunities**

### **Observation**

Observe pupil's discussing the first disciples and apostles of Jesus.  
Can pupil's explain the importance of the first disciples and apostles of Jesus?

### **Conversation**

Talk to the pupil's while they are discussing the apostles of Jesus.  
Can they explain their roles? What about other faith?  
Can they name prophets of other faith.

### **Product**

Look at how they demonstrate true discipleship.

## **Answers to check your progress on page 62**

1. Muhammad.
2. Fisherman.
3. Judas Iscariot