



South Sudan

Primary CRE

Teacher's Guide 7

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 7 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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Christian Religious Education

Teacher's Guide 7

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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 learner in South Sudan with the right standards in the skills and knowledge that they deserve, and which they need in order to thrive in life. This shall be accomplished through the provision of excellent teaching resources, school environments, conducive resources and a sustainable visionary curriculum that enables every learner high quality to achieve learning.

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

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

Based on a competency based curriculum; the Teachers Guide, as well as the Learners' Book provide learning outcomes in knowledge and understanding, values and national cohesion and their integration into the curriculum.

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

The Book Structure

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

Organisation of the teacher's guide

Each unit consists of the following:-

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

1. Units

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

2. Sub-units

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

3. 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 other religious beliefs.

4. Key inquiry questions

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

5. Core competences to be developed

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

- Communication and collaboration.

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

6. Links to other subjects

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

7. Learning activities

Learning activities are expected to engage learners in an interactive learning process as much as possible (learner-centred and participatory approach). They outline guidelines on how to facilitate the learner's activities in a way that promotes the development of core competences, values, skills and attitudes. It also provides a way that the teacher can cater for the different special education needs with a consideration to the nature and requirements of the lesson. This section contains suggestions of remedial activities for slow learners too. The teacher is also guided on how to instruct with approach to PCIs.

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

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

The Teaching Process

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

- A lesson is aligned with the number of activities.
Each lesson has learning outcomes whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.
- Some learning outcomes focus on knowledge and understanding. These are associated with Lower Order Thinking Skills or LOTS.

- Other learning outcomes focus on acquisition of skills, attitudes and values. They are associated with Higher Order Thinking Skills or HOTS. These learning objectives are actually considered to be the ones targeted by the new curriculum. For example;

There are learning activities that are expected to engage learners in an interactive learning process as much as possible (learner-centered and participatory approach). This section also contains suggestions of remedial activities for slow learners. There are suggestions of activities and written exercises for fast learners, too. In this digital era there are activities where computer devices are necessary.

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

Activities for oral lessons

Conversations, dialogue and discussions

Responding to simple instructions,

Drama and role play

Songs

Story-telling

Teaching Methods

It is important to discuss some of the methods commonly used during instruction of the 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 learners are expected to use teaching aids, make models or draw pictures, it is necessary for you to first demonstrate what you expect of them. For example, how a game is done, when demonstrating ensure that all the learners can see what you 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 learners and the learner gives a wrong answer, the teacher should not say 'no' or rebuke the pupil. This withdraws the pupil from further learning and concentration, because his or her answer was honest based on what he or she thought was right. Instead, 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 learners to act out a dialogue in small groups and then demonstrate before the whole class. This method enables learners to fully interact with one another and with 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 learners

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

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

Grouping learners has several advantages such as;

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

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

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

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

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

Important attitudes in learning of CRE

a) In learners

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

- **Practical approach to problem solving**

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

- **Responsibility**

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

- **Cooperation**

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

- **Curiosity**

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

- **Self-confidence**

Learners should have the will to attempt to solve a problem. The feeling of self-confidence can be strengthened in young learners if they experience many small successes that win approval and encouragement from the teacher. The problems which learners attempt to solve should not be so difficult that they lead to frustration.

- **Honesty**

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

- **Patience**

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

b) In teachers

- Engage learners in a variety of learning activities.
- Apply appropriate teaching and assessment methods.
- Adjust instructions to the level of the learner.
- Encourage creativity and innovation.

- Make connections or relations with other subjects.
- Show a high level of knowledge of the content.
- Develop effective discipline skills to manage the classroom adequately.
- Be a good communicator.
- Be a guide and counselor.
- Have strong passion for children, teaching and learning.

Teaching Resources

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

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

Conclusion

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

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

unit 1

The Origin of The Bible

(Refer to Learner's Book pages 1- 16)

Religious Education Primary 7		Unit 1: The Origin of The Bible
Learn about		Key inquiry questions
<p>Learners should explore the origin, meaning and division of the Bible. Discuss the importance of the Bible and relate it to other faiths (Qur'an, Dharma in Buddhism (Sutta Pitaka, Yinaya Pitaka and Tripitaka) and Veda in Hinduism). They should discuss the similarities and differences of the Holy Books.</p> <p>They should recognise the significance of the Bible for the Jewish faith and the insights it gives into Jewish norms and culture.</p> <p>They should work in groups to look at the sequence of the different books of the Bible and learn that the Bible is the Holy Book for Christians.</p> <p>They should work together to dramatise the writing of the Bible.</p>		<ul style="list-style-type: none"> • What is the Bible? • How was the Bible written? • How is the Bible divided? • Why is the Bible significant for the Jewish faith? • Why is the Bible important to Christians?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Define the term Bible. • Explain the origin of the Bible. • Know the writers of the Bible. • Know the major division of the Bible. • Understand the Importance of the Bible to Christian and Jewish belief. 	<ul style="list-style-type: none"> • Discussion on the similarities and differences of the various Holy Books. 	<ul style="list-style-type: none"> • Value and respect the Bible as the Holy Book of Christians. • Appreciate and respect the Holy Books of other faiths.
Contribution to the competencies		
<p>Critical thinking: The different books of the Bible and comparing it with other books that are read in school.</p> <p>Communication: Discussion</p> <p>Co-operation: Working in groups and respecting others' views.</p>		

Assessment Opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit is about the origin and the way the Bible was written. It explains the importance of the Bible in Jewish religion and in the Christian faith. In this unit, major divisions of the Bible will be discussed citing examples in each division. The unit links the Bible with other Holy Scriptures and special texts as used in other religions. Learners will discuss similarities and differences between the Bible and other Holy Books. In addition, the unit explains the significances of the Bible to the Jewish faith in relation to the Christian faith.

Using the Learner's Book

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

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

Do not expect learners 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. Therefore, its the teacher's responsibility to vary teaching methods to suit the learning process.

The learner competencies

This unit presents many opportunities for critical and creative thinking: reading and interpreting the Bible explanations, role playing and identifying names in a crossword puzzle.

Learners are asked to work in pairs, groups and with the help of their parent or guardian. So there are continuous opportunities for co-operation and teamwork.

In their discussions and presentations in groups or as a whole class, there are many opportunities for communication. Observe learner's communication skills during group discussion.

It is important that the teacher model communication describing where appropriate features of good communication such as turn taking, active listening and full sentences construction. These can be achieved both in group and class discussion.

Cross-cutting issues

The unit contributes to Life Skills (critical and creative thinking). Probe learners with questions to arouse their critical thinking. Let them explain , concepts about the Bible.

Peace Education (engaging learners in activities and pair work to create unity). Education promotes peace and unity in the society.

Engage learners actively in groups, pairs and nature walk to encourage co-operation learning among pupils.

Meaning of the Bible

Information for the teacher

The meaning of the Bible is a basic introduction to this unit. Learners will be actively involved in understanding what the Bible is and differentiating it from other books. They should define the Bible as an inspired word of God. Emphasise the meaning as; the Bible is a collection of books written by different authors who were inspired by God.

Activity 1.1

Introduce the unit by probing learners about the Bible. For example; which book is read in the church during preaching? How is it important? These questions will arouse critical thinking in learners. Display the Bible in class and let them identify it. However, learners will identify the Bible and recognise it.

Guide them in pairs to look at the picture provided in the Learner's Book. Ask them to explain where it is found and the content in it. Promote the skill of communication by asking learners to discuss the differences between the Bible and other textbooks. Check for the following differences during discussions:

The Bible	Other textbooks
It is inspired word of God.	Contains the work of ordinary writers (authors).
It is a holy book.	They are secular educational books.
It is used during worship.	They are used in schools for education.
It contains God's history of salvation.	They contain texts about life situations.

Assign learners to read 2nd Timothy in groups. Let them explain the verse in reference to the Bible. This will encourage corporation learning and communication skills in learning.

Assessment Opportunities

Observation

Observe learners discussing in pairs and groups.

Can they identify the Bible.

Conversation

Talk to the learners while they are discussing about the Bible.

Listen to their explanations of the Bible.

Do they understand what the Bible is?

Origin of the Bible

Information for the teacher

Brainstorm learners to come up with their versions on how they understand about the origin of the Bible. These will enhance critical thinking among learners.

You can ask questions such as:

- Where was the Bible originated?
- Who originally wrote the Bible?
- What is the history of the Bible?
- When was the first version of the Bible written?

Activity 1.2

This activity aims to help learners know the origin of the Bible. In pairs, guide learners to read the passage in the activity. Learners will discuss the origin of the Bible as explained in the passage. Allow them to link to what they had previously explained about the Origin of the Bible. Hold a class discussion on the origin of the Bible.

Assessment Opportunities

Conversation

Listen to learners explaining about the origin of the Bible. Talk to them while in pairs, Can they communicate appropriately? Appraise their presentation and clarify points on the origin of the Bible.

Major divisions of the Bible

Information for the teacher

The Bible is divided into two major divisions. The Old Testament and the New Testament. The term testament refers to the divisions of the Bible. The Old Testament has 39 books, while the New Testament has 27 books. The Bible has a total of 66 books.

Activity 1.3

Ask learners to look at the Bible. Let them open the Bible and identify the major divisions. Let them tell major divisions in the Bible. Guide them to look at the flow chart and identify the two divisions. Learners should mention the books in the Old and New Testaments.

Arrange learners in pairs. Let them identify major divisions of the Bible.

Let them identify books found in the Old and New Testaments.

Group work

Group the learners in three groups. Provide them with a manilla paper and felt pen per group. Let them copy the books of the Bible under each division. Display the charts at the back of the class for reference learning.

Ask the learners to observe the manilla papers. Encourage proper pronunciation in individual reading books of the Bible. Learners should work in pairs and identify the books of the Bible in the crossword puzzle.

Assessment Opportunities

Observation

Observe learners discussing in pairs.

Can they identify the major divisions of the Bible?

Conversation

Talk to the learners while they are discussing.

Do they understand the two divisions of the Bible?

Product

Look at the presentation of their work in class.

Look at the written work on the manila papers.

Importance of the Bible in relation to other faiths

Information for the teacher

Ask learners to state religions they know. Let them identify books used by each faith.

Invite a resource person to talk to the class. The resource person might be a church member from the immediate church. Choose a good speaker who can talk fluently about the use of the Bible in the church.

The pre-requisite of the talk should be identified and well planned. The class should have been briefed about the talk and key questions identified. During the talk, let learners sit calmly as they listen to the church member. Guide them in asking questions to seek clarifications.

Learners should take notes on various uses of the Bible in church, home and at school.

Activity 1.4

The activity requires learners to name religions and their denominations. They will then identify the Holy Books used in each religion.

Ask learners to look at the picture on page 7. Let them say what is happening in the picture.

Let them discuss in pairs the importance of the Bible in relation to other faiths.

Group work

Group learners in four groups. Guide the groups to visit any available teacher of CRE or IRE within the school compound. Each group should have a scheduled question and answer sheet. Learners should find out places of worship and the Holy books used.

Ask learners to present what they learned from the resource person during the talk. Let them compare and contrast the use of the Holy books in different religions based on what they gathered.

Assessment Opportunities

Observation

Observe learners discussing in pairs. Talk to them to arouse curiosity to find out more.

Can they identify what is happening in the picture?

Conversation

Talk to the learners while they are discussing. Probe questions concerning other religions as learnt in primary 6.

Do they understand the importance of the Bible?

Product

Look at the presentation of their work in class. Appraise their work.

The Bible in relation to other Holy Books

Information for the teacher

In this sub-unit, learners will explore various Holy Books in Islam, Hindu and Buddhism. They will discuss the Bible in relation to these books used in other religions.

Activity 1.5

Ask learners about the places of worship they know. They will give holy books used in these religions based on the pictures provided under the activity.

In groups, learners should explore these books in relation to the religions.

Assessment Opportunities

Observation

Observe learners discussing the pictures. Can they identify these books? Talk to them while they are looking at the pictures.

Conversation

Listen to learners' explanations on the pictures and discussions to enhance communication skills and teamwork.

Similarities and differences of the Holy Books

Information for the teacher

Brainstorm learners with question on similarities and differences of the Holy Books.

Invite a resource person to talk to the class. The resource person might be a pastor or a priest from the immediate church. Choose a person who understands the Jewish religion and culture.

Before the talk, objectives of the talk should be identified and well planned. The class should have been briefed about the talk and key questions identified. During the talk, let learners sit calmly as they listen to the pastor or priest. The speaker will talk on the use of the Bible in Jewish religion in reference to Christian faith.

Guide learners in asking questions to seek clarifications.

Learners should take notes in their books. Ask learners to present what they learned from a resource person during the talk.

Activity 1.6

This activity requires learners to internalise what they have learnt during the talk. They will give the similarities and differences of the Holy books. They should consider the purpose of the books in religion and other places.

Expected answers to check your progress;

1. Places where the Bible is used are; church, home, school, during religious ceremonies and funerals.
2. The Bible and the Qur'an are used as textbooks during religious education lessons. They contain resourceful information to support learning. They are read during assemblies where a sermon is given.

Assessment Opportunities

Observation

Observe learners discussing in pairs.

Can they identify what is happening in the picture?

Conversation

Talk to the learners while they are discussing.

Do they get similarities and differences in the Holy books?

Product

Look at the presentation of their work in class.

Significance of Bible to Jewish faith and its importance to Christians

In this sub-unit, learners will explore the significance of the Bible in Jewish faith and traditions. They will then link to the Christian use of the Bible in the church. Ask learners to explain how the Jews used the Bible during worship. Guide them to link on Christians use of the Bible.

Activity 1.7

In pairs, ask the learners to read the passage in the learner's book. They should answer the questions after the passage to help them know the significance of the Bible in Jewish religion and to the Christian religion.

In groups, learners to observe the pictures on page 13 of the Learner's Book. Looking at the pictures, ask the learners to identify the two religions and explain the relationship of the Bible in the two faiths.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they give the significance of the Bible?

Conversation

Talk to learners in class.

Do they understand the significance of the Bible to Jewish faith and to the Christian?

Product

Listen to their argument.

Help them understand better as they take notes.

unit 2

Prophets in The Bible

(Refer to Learner’s Book pages 17 - 29)

Religious Education Primary 7		Unit 2: Prophets in the Bible
Learn about		Key inquiry questions
<p>Learners should explore the prophets found in the Old Testament and in the New Testament and discuss the types of prophets found in the Bible. They should learn about the two types of prophets found in the old Testament and relate their prophecies to events in the New Testament.</p> <p>They should identify some of the prophetic teachings (e.g. Isaiah, Jeremiah, Ezekiel, Hosea, Zechariah and John the Baptist). They should know that some of the prophets are also found in the Islamic religion (e.g. Yahya (John the Baptist) Zakariya (Zechariah), Dhulkifl (Ezekiel)).</p> <p>They should discuss the role and the importance of the prophets in Christian belief.</p> <p>They should work in groups to list the biblical sequence of major and minor prophets and discuss the significance of their messages for today’s society.</p> <p>They should perform a simple role play depicting John the Baptist calling people to repentance</p>		<ul style="list-style-type: none"> • Who were the prophets? • What were the roles played by prophets in the Bible? • What were the different types of prophets found in the Bible? • What is the usefulness of the prophet’s messages to us today? • How can the prophetic teachings of Isaiah, Jeremiah, Ezekiel, Hosea, Zechariah and John the Baptist be classified?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know the names of the Old Testament prophets and their prophecies. • Mention the values of prophets in the Bible. • Explain how Christians believe God’s message is received today. 	<ul style="list-style-type: none"> • Discuss the importance of prophets to Christian belief today. 	<ul style="list-style-type: none"> • Respect the Christian belief that the prophets did the work that God assigned them • Value and honor the Christian message from the biblical prophets.
Contribution to the competencies		
<p>Critical thinking: The work of prophets and their prophetic teachings related to our situation today</p> <p>Co-operation: Working and sharing the prophetic messages; performing drama</p> <p>Culture and Heritage: The names of the prophets are imbedded in the culture</p>		

Assessment Opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit is about prophets in the Bible. There are prophets in the Old and New Testaments. Prophets are divided into major and minor prophets.

In this unit, the role of the prophets will be discussed citing the prophetic teachings in the Bible. This unit aims to teach learners about the prophetic teachings and its relevance to Christian life today.

Using the Learner's Book

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

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

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

The learner competencies

This unit presents many opportunities for critical and creative thinking: reading and interpreting the Bible explanations, role playing and identifying names in a crossword puzzle.

Learners are asked to work in pairs, groups and with the help of their parent or guardian. So there are continuous opportunities for co-operation and teamwork.

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

It is important in primary 7 that the teacher models communication clearly, describing appropriate features of good communication such as turn taking, active listening and full sentences.

Cross-cutting issues

Life skills (critical and creative thinking in understanding the prophets) in the Bible and the Qur'an.

Peace Education (engaging learners in activities and pair work, group work to create unity and team work).

Meaning of a prophet

Information for the teacher

Ask learners to look at the picture on page 14 and let them identify what they can see. Let them discuss what is happening in the picture.

Activity 2.1

Ask learners to say who a prophet is. Let them link a prophet to any leader in the society.

Ask probation questions about the prophet.

Assessment opportunities

Observation

Observe learners discussing in pairs.

Can they define who a prophet is?

Conversation

Talk to the learners while they are discussing about the Bible.

Do they understand who a prophet is?

Product

Listen to at their presentation in class. Does individual learners know who a prophet is?

Clarify the meanings of a prophet.

Prophets found in the Bible

Information for the teacher

Ask learners to explain what they have learned in the previous classes about prophets in the Bible. Ask for individual explanation.

Arrange the learners in pairs and let them open the content pages of the Bible, both Old and New Testaments. Let them discuss what they have found out.

Activity 2.2

Ask the learners to identify the prophets that they know in the Bible. Using the Bible, let them identify the prophetic books.

Let learners tell each other the names of the prophets identified from the list. Let them also complete the table provided in the Learners' Book.

Group work

Group the learners in two groups. Provide a manilla paper and felt pen per group.

Guide them to draw the table. Let them complete the table with the names of prophets found in the Old and New Testaments. Each group to display the manilla paper on the wall for reference learning.

At the end of the lesson, learners should talk of the prophets found in the Bible. They should be able to differentiate prophets in the Old as well as in the New Testament.

Assessment opportunities

Observation

Observe learners discussing in pairs.

Can they read the names of the books as written in the Bible?

Conversation

Talk to the learners while they are discussing about the prophets found in the Bible.

Do they understand who the prophets are?

Prophetic teachings

Guide the learners to know the prophetic teachings. Tell them who a prophet is and give four roles of the prophets in the Bible. Let them know the prophetic teachings from the roles of the prophets. Ask them to explain how prophets passed God's message to his people.

Activity 2.3

Learners should explore the prophetic teachings based on what they know.

Fun point

Let the learners sing the song in the Learner's Book. Ask them to state the role of John the Baptist as in the song.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they discuss appropriately?

Conversation

Talk to the learners while they are discussing about the prophetic teachings .

Do they understand the prophetic teachings?

Product

Look at their presentation in class. Do individual learners know what a prophetic teaching is? Find out randomly.

Types of Prophets in the Bible

Information for the teacher

Guide the learners to identify the prophets learned in the previous lesson. Let them use their Bibles to check for prophetic books of Jeremiah, Daniel, Isaiah and Ezekiel.

Let them compare to the prophetic books of Joel, Micah, Malachi, Obadiah, and Zephaniah. Ask the learners to tell each other what they identified in terms of the number of pages. Lead them to categorise prophets in the Bible as either major and minor prophets.

Activity 2.4

Group the learners in groups of five. Let them look at the flow chart of the Learner's Book. Each group to identify the difference between the major prophets and the minor prophets. Ask them to name major and minor prophets. Classify the distinguished differences between the major and minor prophets citing their content and period they prophesied.

Arrange learners in pairs. Let them check for the names of major and minor prophets in the Bible. Each learner to write them in his or her note book.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they identify both the major and minor prophets?

Conversation

Talk to the learners while they are discussing about the types of prophets in the Bible.

Listen to their communication skills during discussion and presentation. Enhance teamwork and co-operation among the learners.

Product

Look at their presentation in class. They should have names of the major and minor prophets.

Relevance of prophets in today's society

Information for the teacher

Learners will discuss the relevance of prophets and their teachings to today's society.

Activity 2.5

Guide the learners to read Luke 3:3-6 and recite the verses in class. Let them look at the picture on page 23 of the Learner's Book. Guide them to identify what they can see. Ask the learners to identify who is in the picture and his role in the Bible.

Group work

Arrange the class in four groups. Ask them to read Luke 3:1-20. Let them explain the prophetic role of John the Baptist in the New Testament.

Explain the teachings Christians learn from the Magnificat as in Luke 3:1-20. Ask them to state the prophetic roles of John the Baptist as in the Magnificat.

They should discuss how Christians prepare for the second coming of Jesus.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they identify the relevance of prophets in the society?

Conversation

Talk to the learners while they are discussing about the types of prophets in the Bible.

Do they understand the relevance of prophets?

Product

Look at their presentation in class. Does individual learner understand relevance of prophets in the society?

The roles and importance of the prophets in Christian faith

Information for the teacher

Learners should be encouraged to learn from each other. Ask them to tell each other the people who play prophetic roles in the society.

Activity 2.6

Brainstorm learners with questions on page 26.

In pairs, ask the learners to look at the picture on page 27 and let them identify what they can see. Let them discuss what is happening in the picture.

Ask the learners to state the roles of prophets in the Bible. Let them discuss prophetic teachings relevant to Christian belief.

Further Bible readings:

Read the following scriptures and ask the learners to identify the prophetic roles, I King 1:1-53: Dan 2:1-28, I Kings 18:1-40.

Assessment Opportunities

Observation

Observe learners discussing in pairs.

Can they state the roles of prophets?

Conversation

Talk to the learners while they are discussing about the prophets in the Bible.

Listen to their argument and views about the role of prophets and their importance in christian faith.

Product

Look at their presentation in class. Appraise their work.

unit 3

Jesus in the New Testament

(Refer to Learner's Book pages 30 - 64)

Religious Education Primary 7	Unit 3: Jesus in The New Testament
<p>Learn about</p> <p>Learners should explore in the New Testament the story about Jesus. They should discuss the message of the Angel Gabriel to Mary, the visit of Mary to Elizabeth, the conception of Jesus, the birth of Jesus, presentation and dedication of the child Jesus in the temple, circumcision of the Child Jesus, Jesus in the Temple and the work of Jesus to bring salvation to humankind.</p> <p>They should be introduced to some major faith beliefs about Jesus (i.e. Islamic religion; Qur'an from Sura Al-Maryam). Learners should in groups discuss the above events.</p> <p>They should also work in groups to draw a sequences of pictures depicting the events above and write some text to accompany the pictures. They should work together to dramatise the presence of Jesus among the Scribes and Pharisee in the Synagogue.</p> <p>Learners should discuss the importance of the above events and relate it to their daily lives.</p>	<p>Key inquiry questions</p> <ul style="list-style-type: none"> • What does the New Testament tell us about the message of Angel Gabriel to Mary? • Why did Mary visit her cousin Elizabeth? • What is the explanation of the conception and the birth of the child Jesus? • How was the child Jesus presented and dedicated in the Temple? • What was the importance of Jesus' circumcision to the Jewish people? • What was the impact of Jesus' presence among the Teachers of Law in the Temple? • How did Jesus do his work among the Jewish people? • Why do Christians believe that Jesus' role was important to humankind?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know what the New Testament says about the message of the Angel Gabriel to Mary. • Know why Mary visited her cousin Elizabeth. • Understand the conception and the birth of the child Jesus. • Know how the child Jesus was presented and dedicated in the Temple. 	<ul style="list-style-type: none"> • Compare and contrast the major world faith beliefs about Jesus. 	<ul style="list-style-type: none"> • Appreciate and value the events surrounding Jesus and his work among the Jewish people.

<ul style="list-style-type: none"> • Know why Jesus' circumcision was important to the Jewish people. • Know the story of Jesus' presence among the Teachers of Law in the Temple. • Know how Jesus did His work among the Jewish people. • Know the Christian belief about Jesus' role and its significance for humankind. 		<ul style="list-style-type: none"> • Develop respect for other people's beliefs.
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Contribution to the competencies

Critical thinking: About the life and the works of Jesus in the New Testament.

Communication: Reading and discussing the work of Jesus among the Jewish people and its importance to his followers today.

Co-operation: Debating the presence of Jesus among the scribes and Pharisees.

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 in the New Testament. It is about the annunciation of the birth of Jesus to Mary. In this unit, presentation and dedication in the temple, Jesus before the teachers of the law and the major work of Jesus in the Jewish community.

Using the Learner's Book

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

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

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

The learner competencies

This unit presents many opportunities for critical and creative thinking about the infancy of Jesus and his mission in the New Testament.

Communication: Reading and discussing the work of Jesus among the Jewish people and its importance to his followers. Learners are asked to work in pairs, groups and with the help of their parent or guardian. So there are continuous opportunities for co-operation and teamwork.

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

It is important in primary 7 that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences.

Cross-cutting issues

The unit contributes to life skills (critical and creative thinking in understanding the life of Jesus). Learners will acquire critical and creative thinking skills as they explore the nativity, mission and death of Jesus and how it is relevant to Christians.

Peace Education (engaging learners in activities and pair work to create unity). Learners will work in pairs and groups to enhance teamwork and co-operation which will instill peace education among them.

Angel Gabriel's message to Mary

Information for the teacher

This sub-unit deals with the annunciation of the birth of Jesus. God send angel Gabriel to Mary to inform her that she was going to conceive a child.

Activity 3.1

Guide the learners to read Luke 1:26-38, and narrate in class. Let them to look at the picture on page 30. Guide them to identify what they can see. Ask learners to identify who is in the picture and what was the message.

Pair work

In pairs, ask learners to dramatise angel Gabriel's appearance to Mary.

Let them discuss how Mary received the news from Angel Gabriel about the birth of Jesus.

At the end of the lesson, ask them to learn more from their parents and guardians about message of the birth of Jesus.

In groups, ask learners to discuss why Mary was chosen to be the mother of the promised Messiah.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Conversation

Listen to learners reading the Bible verse.

Talk to the learners while they are discussing about the types of prophets in the Bible.

Do they understand the annunciation of the birth of Jesus?

Product

Look at their presentation in class. Look at how they explain the annunciation of the birth of Jesus. Appraise them for good presentation.

Check on learners' ability to re-tell the story of Angel Gabriel's appearance to Mary.

Check at how they dramatise Angel Gabriel's message to Mary.

Mary visits Elizabeth

Information for the teacher

This sub-unit will discuss Mary's visitation to Elizabeth after conception of Jesus. At that time, Elizabeth was six months pregnant of John the Baptist. Therefore, John the Baptist was six months older than Jesus.

Elizabeth was the wife to Zechariah, the parents of John the Baptist. Mary and Elizabeth were cousins. Mary visited Elizabeth to express her happiness after being blessed. Angel

Gabriel told Mary that God had blessed her with a son. The son will be called Jesus. The appearance of Angel Gabriel to Mary fulfilled Old Testament prophecies concerning the messiah. Jesus was the prophesied messiah.

Activity 3.2

Pair up the learners and guide them to dramatise how they are received when they visit their relatives. Let them tell each other why they visit their relatives.

Ask them to look at the diagram in the Learner's Book page 33 and demonstrate how they receive visitors.

Activity 3.3

Group the learners and ask them to discuss when and what they do when they meet together as a family. Guide learners to read Luke 1:39-56.

Pair up the learners and ask them to look at the picture showing Mary visiting Elizabeth. Re-tell each other the story of Mary and Elizabeth.

Ask the learners to find out the relationship between Mary and Elizabeth.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they discuss the event during visitation?

Conversation

Talk to the learners while they are discussing about the visitation as in the Bible.

Listen to their discussions, enhance communication skills during presentation?

Product

Look at their presentation in class.

Check on the learners' ability to re-tell the story of Mary's visitation to Elizabeth.

Conception and birth of Jesus

Information for the teacher

This sub-unit will discuss the conception of Jesus. Angel Gabriel announced the conception of Jesus to Mary. The conception of Jesus was, without man's intervention. Christians celebrate the birth of Jesus on a Christmas Day.

Christmas is a feast of the birth of Jesus Christ. The hometown of Jesus was Nazareth. Jesus was born in Bethlehem the birth place of King David.

The birth of Jesus took place when Emperor Augustus ordered a census through the Roman Empire. Joseph and Mary had gone to be counted in Bethlehem because it was the birth place of King David. Therefore, Joseph being a descendant of David, he was to be counted in Bethlehem.

While in Bethlehem, the time for the birth of Jesus occurred. After being born He was laid on a manger. This is because there was no room in the visitor's inn (Luke 2:7).

Today many Christians celebrate the birth of Jesus on 25th day of December. It is referred to us as Christmas Day.

The following things are done on Christmas Day:

1. We decorate a Christmas tree.
2. Attending church services and meetings.
3. Christmas dinner, food, cake.
4. Exchange of gifts.
5. Helping the poor and the needy.

Activity 3.4

Ask the learners to read Luke 1:30-37. Pair up the learners to tell each other what Angel Gabriel told Mary. Let the learners tell each other how they celebrate their birthdays.

Invite a church leader or priest to talk to the learners about Christmas Day.

Activity 3.5

Ask them to listen to a resource person talking about Christmas celebration. Let them tell each other what they have learnt from the resource person.

Ask learners to read Luke 2:1-18. Guide them to dramatise the birth of Jesus. In pairs, ask learners to tell their friends why Jesus was born in a manger. Lead them to sing the Christmas song in the Learner's Book.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they discuss the conception of Mary appropriately?

Conversation

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

Product

Look at their presentation in class.

Check on the learners' ability in explaining the conception of Jesus.

Activity 3.6

Ask the learners to identify the parents of Jesus. They should explain the events during the birth of Jesus in Bethlehem. Learners to read the Bible verse as in the Learner's Book and should explain the passage in a statement form. They should discuss and link this to the picture on pages 40 and 42 of the Learner's Book.

Task learners with a home assignment, they should find out from parents or guardians about the activities done during Christmas.

Expected answers to check your progress:

1. Bethlehem
2. Manger
3. David
4. Shepherds

Assessment Opportunities

Observation

Observe learners discussing the birth of Jesus. Can they identify the Christian festival that marks the birth of Jesus?

Conversation

Listen to learners' explanations and arguments.

Can they discuss the events during the birth of Jesus?

Product

Read answers in class.

Presentation and dedication of baby Jesus in the temple

Information for the teacher

This sub-unit will discuss the presentation and dedication as a Jewish festival. In the African Traditional Society, a new born child was presented to the community.

Presentation of a new born child is a sign of acceptance as a member of the community. During presentation, a celebration was done as a sign of thanksgiving to God.

Thanksgiving ceremonies were presided over by the old people in the society. The old people receive the baby from her mother and bless him or her. The ceremonies involve singing and dancing both traditional and religious songs.

During purification ceremony. Mary and Joseph offered two doves and two pigeons purification. Jesus was presented to Simeon, a God-fearing man who lived in Jerusalem. He was full of the Holy Spirit and had been assured to see the Lord's Promised Messiah, the Saviour of the Israelites before his death.

Simeon was led by the Holy Spirit in the temple to receive the child Jesus. He took the baby Jesus in his arms and gave thanks to God (Luke 2:28). He blessed Jesus together with his parents. Prophetess Anna was also present during the presentation and dedication of the child Jesus. She gave thanks to God and blessed the baby (Luke 2:36-38).

Activity 3.7

Pair up the learners and tell them to find out how a newborn is received in the society. Let them present their work to the class. Ask them to look at the diagram in the Learner's Book on page 43.

Group the learners and guide them to dramatise the dedication of a newborn in their community. Pair up the learners and ask them to find out songs sang when a child is born and their meanings.

Tell the learners to read Luke 2:21-40. In groups ask them to discuss how baby Jesus was presented and dedicated to God in the Temple. Allow them to present their findings to the class.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they discuss appropriately?

Conversation

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

Product

Look at their presentation in class.

Check on the learners' ability in explaining the presentation and dedication of Jesus.

Activity 3.8

Ask the learners to read the Bible verses as in the textbook. Ask them to explain the readings in order to understand the presentation of the child Jesus in the temple.

Brainstorm them with question like:

- Who took Jesus to the temple?
- Who were present in the temple during the dedication?
- What happened in the temple during dedication ceremony?
- What was the significance of presentation and dedication in Jewish religion?

Assessment Opportunities

Observation

Observe learners discussing the presentation and dedication of Jesus.

Conversation

Listen to learners' explanations and arguments.

Can they discuss the events during the presentation Jesus in the temple?

Product

Read answers in class.

Circumcision of Jesus and its importance to the Jewish religion

Information for the teacher

Jesus underwent the Jewish traditions as practised by the fore-fathers. In Jewish traditions, any male child was circumcised on the eighth day. Circumcision was a sign of a covenant between God and Jews as entered by Abraham.

Circumcision meant the cutting of the fore-skin of the male reproductive part. Jesus as a descendant of Abraham, was to undergo a Jewish tradition. After circumcision, He was named Jesus as Angel Gabriel had announced to Mary during the visit.

In Christianity, baptism is a form of covenant between Christians and God. One has to be baptised in order to become a Christian. Accepting baptism is a sign of accepting Jesus Christ as your personal saviour. One becomes united in Christ as a follower.

Similarly, to the Jewish tradition and like in many African Traditional Society, circumcision is done to boys alone. It is a rite of passage from childhood to adulthood. Christians support circumcision for boys only.

During circumcision, people sing and praise the initiates. They also dance during the event. People come together to celebrate the passage of their loved ones. It signifies a rite of passage to adulthood.

Activity 3.9

Ask learners to read Luke 2:21. Guide them to know why Jesus was circumcised.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they discuss appropriately?

Conversation

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

Product

Look at their presentation in class.

Check on the learners' ability in explaining the circumcision of Jesus.

Impacts of Jesus' presence on the teachers of the law

Information for the teacher

When Jesus was twelve years old, He accompanied his parents to Jerusalem temple. Joseph, Mary and Jesus went to celebrate the Passover feast. After celebration Jesus remained in the temple talking to the teachers of the law.

In the temple, Jesus was listening and questioning the teachers of the law about matters concerning the Mosaic Law. Jesus surprised the teachers of the law with his great wisdom about the scripture. He asked and answered their questions wisely.

Activity 3.10

Ask the learners to read Luke 2:41-52. Group the learners and tell them to talk about what Jesus taught the teachers of the law in the temple. Ask learners to look at the picture in the Learner's Book page 49.

Guide them to dramatise Jesus in the temple talking to the teachers of the law. Pair up the learners and ask them to recite Jesus' words to His parents in Luke 2:49.

Assessment Opportunities

Observation

Observe the learners discussing in groups.

Can they identify the impacts of Jesus among the Pharisees and Scribes in the temple?

Conversation

Talk to the learners while they are discussing in pairs and groups. Listen to their argument during discussion. Check on the communication skills.

Product

Look at their presentation in class.

Check on learners' ability in explaining Jesus with the teachers of the law.

Jesus' major works in the Jewish community

Information for the teacher

During Jesus' ministry, there were three Jewish groups who opposed his mission. These groups were; the Pharisees, Scribes and the Sadducees. The Pharisees observed Mosaic Law with strictness. They were the teachers of the law in the temple. The Pharisees interpreted the Mosaic Law during worship in the temple. The Scribes were the writers of the law.

They ensured that the Mosaic Law was safe in the temple.

Jesus faced great rejection from His own people, the Jews. Having born from the humble lowly family background, the Jews despised him. The Jews expected a Messiah armed with soldiers on chariots to liberate them from the Roman Empire. Jesus was a humble King to liberate those who were ready to receive God's Kingdom. Jesus had shown strong accusations about observation of the law which aroused rejections from the Pharisees. He criticized the Pharisees for being strict followers of the law when they were hypocrites.

The Jewish leaders rejected Him despite performing miracles in His own home town. They did not want anyone to challenge them in matters concerning the law. They therefore, planned to kill him.

Activity 3.11

Tell learners to memorise Psalms 118:22 in groups. Ask learners to read Luke 9:15-17.

Pair up the learners and ask to tell each other what they have learnt in the verses above.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they discuss appropriately?

Is every learner involved?

Conversation

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

Product

Look at their presentation in class.

Check on learners' ability in identifying the work of Jesus in Jewish community.

Jesus fed the hungry

Information for the teacher

In his mission among the Jewish community, Jesus used a miracle of feeding people on the little available food. The feeding of 5000 men demonstrated the mightiness of Jesus a sign of love and care for those who were hungry. Feeding the multitude is a term used to refer to two separate miracles of Jesus as reported in the Gospels. The first miracle, "Feeding of the 5,000", is reported in Matthew 14:13-21; Mark 6:31-44; Luke 9:12-17 and John 6:1-14.

The second miracle, the “Feeding of the 4,000”, with seven loaves of bread that Jesus turned into thousands of fish, is reported by Matthew 15:32-39 and Mark 8:1-9.

The Feeding of the 5,000 is also known as the “miracle of the five loaves and two fish”, because the Gospel of John reports that five barley loaves and two small fish supplied by a boy were used by Jesus to feed a multitude. Luke specifies that the place was near Bethsaida town. They all ate and were satisfied, and the disciples picked up twelve baskets full of broken pieces that were left over. The number of those who ate was about five thousand men, beside women and children. In John’s Gospel, the multitude has been attracted around Jesus because of the healing works he has performed, and the feeding of the multitude is taken as a further sign that Jesus is the Messiah, the prophet who (Deuteronomy 18:15) is to come into the world”.

Activity 3.12

Approach learners by asking them instances where Jesus fed people in the Bible. Ask them why Jesus used the miracle of feeding the hungry. Guide learner in reading the Biblical quotes in both learner’s book and the teacher’s guide book. Let them to summarise the readings and identify the teachings from the scripture.

Assessment Opportunities

Observation

Listen to learners reading the Bible. Observe them while discussing in groups.

Can they discuss well?

Conversation

Listen to their presentation and argument while in class. Walk around the groups clarifying points.

Can they communicate well?

Product

Look at their written work. Give summary of the lesson by pointing up the main teaching.

Jesus raised the dead back to life

Information for the teacher

Jesus mission on earth involved raising the dead back to life. Jesus raised Jairus’ daughter, who was twelve years old from the dead. Moreover, in the Bible Jesus raised the son of a widow who lives in the city of Na’in. Later, Jesus also raises Lazarus, the brother of Mary

and Martha, from the dead. When Jesus rules as God's king, he will bring many, many dead people back to life

Activity 3.13

Ask the learners to identify Jesus miracles raising the dead back to life. Group them and ask them to discuss instances where Jesus raised the dead. Learners should discuss the occasions during the miracle. Let them present to the class.

Let them read the Bible verses given and explain the event during the raising of Jairus' daughter back to life. In pairs, learners to explain the picture on page 56.

Assessment opportunities

Observation

Listen to learners reading the Bible. Observe them while discussing in groups.

Can they identify occasions where Jesus raised the dead?

Conversation

Listen to their presentation and argument while in class. Walk around the groups clarifying points.

Can they communicate well?

Product

Look at their written work. Give summary of the lesson by pointing up the main teachings.

Jesus recovered sight of the blind

Information for the teacher

Jesus came in particular to give the recovery of sight to the blind. Christians desperately need a massive healing on the blinded multitudes in this generation. The blind Bartemaus hailed to Jesus until he received healing of sight. During the time of Jesus, the Palestine was a darkened generation of; blindness by birth, trauma, judgment from God, old age and purposely omitted sickness and disease.

Jesus healing of the blind was spiritual and did not want to spiritualise actual physical healings. Some of the most exciting and stirring stories in the New Testament are about Jesus healing those with physical blindness. Some actions of healing were by word of mouth while others were by touch.

Activity 3.14

Ask the learners to identify occasions when Jesus restored sight of the blind. Let them explain why Jesus performed such miracles in his mission. Let the learners describe the healing of the blind Bartemaus on the way to Jericho.

Ask them to read the Bible verses given and explain briefly. They should discuss the questions after the passage and come up with the relevance to Christian faith.

Assessment Opportunities

Observation

Listen to the learners discussing in class. Observe them while answering questions in class.

Can they give instances when Jesus restored sight of the blind?

Conversation

Listen to their presentation and argument while in class. Walk around the groups clarifying points.

Can they communicate well?

Product

Look at their written work. Give summary of the lesson by pointing up the main teachings.

Jesus died on the cross to save the human race

Information for the teacher

As Jesus traveled and preached, he angered the Roman rulers, who feared that he was provoking unrest among the people and planning a revolution. He was also feared by Jewish leaders because of his challenges to traditional authority and teachings. Jesus named the hypocrisy where he saw it and urged his community to claim a new prophetic vision. Those who opposed him saw him as a dangerous upstart who wanted to form a cult around him. Jesus was well aware of these charges against him by political and religious authorities, and he predicted that he would be arrested and persecuted.

Jesus was denounced by the Jewish high priest as a blasphemer who claimed to be the Messiah when He was taken before the Roman authorities, Jesus was charged with sedition and executed by the Roman practice of crucifixion. He was nailed onto a cross. It was Friday and burial rites would have to wait until the Sabbath was over.

Early Sunday morning, according to all the gospel accounts, some of the women who had followed Jesus and loved him went to his tomb to prepare his body for a proper burial.

When they arrived, they discovered that the stone at the entry to the tomb had been rolled away and the tomb was empty. According to the gospels, an angel in dazzling white appeared and told the women that Jesus had been raised from the dead. In John's account, Jesus appeared to Mary Magdalene and spoke to her. The gospels report that in the following days, many of the disciples saw Jesus and experienced his presence. This experience of the living Christ is at the heart of the Christian faith.

Those who have followed the path of Christ through the centuries have understood his life, death, and resurrection as a profound affirmation of God's presence in the midst of humanity. The "Christ event," according to many Christians, cannot be understood in the context of the first century alone: It is a much a twenty-first century event, repeated and renewed daily in the lives of those who take this as the story of their own faith.

Activity 3.15

Ask the learners probation question questions concerning the death and resurrection of Jesus. Let them identify which Christian festival we celebrate to remember the death and resurrection of Jesus. Group the learners and ask each group to describe the occasion of Jesus before the Roman official, crucifixion, death, burial and resurrection.

Assessment Opportunities

Observation

Observe learners while answering questions in class.

Can they describe the events during trial, Crucifixion till resurrection of Jesus?

Conversation

Listen to their presentation and argument while in class. Walk around the groups clarifying points.

Can they communicate well?

Product

Look at their written work. Give summary of the lesson by pointing up the main teachings.

Life and work of Jesus according to the Qur'an

Information for the teacher

According to the Qur'an, Maryam was the mother of Jesus (Isa). Jesus is a prophet who tells people about the will of God (Allah). God gave Jesus the scripture to prophesy.

Jesus began to prophesy at an early stage of His life. This can be seen in the temple when He answered with wisdom the questions from the teachers of the law. According to the

Qur'an, Jesus healed the blind, leprosy and the raising of Jairus' daughter back to life.

Activity 3.16

Invite a Muslim person who has a vast knowledge about the Islamic religion. The resource person can be IRE teacher.

Ask learners to settle down and listen to a resource person from the Muslims faith talking about the life and works of Jesus according to the Quran.

Encourage learners to ask the resource person questions. In groups guide learners to list down the roles of Jesus as written in the Qur'an.

Guide learners to read the selected verses from Surah Al-Maryam on pages 61-63. Let them discuss the role of Jesus as in the Surah.

Assessment Opportunities

Observation

Observe learners discussing in groups. Talk to them as they discuss Surah Al-Maryam.

Can they identify the role of Jesus as in the Surah Al-Maryam?

Conversation

Talk to the learners while they are discussing in pairs and groups. Brainstorm them concerning the Surah.

Product

Look at their presentation in class.

Check on the learners' ability in identifying the work of Jesus according to the Qur'an.

Read their answers in the class.

unit 4

Biblical Teachings on the Environment

(Refer to Learner's Book pages 65 - 80)

Religious Education Primary 7		Unit 4: Biblical Teachings on Environment
Learn about		Key inquiry questions
<p>Learners should understand biblical teaching on the environment. They should explore human activities today that impact negatively on the environment. They should learn what the major faiths say about the environment (e.g. Islam, Buddhism, Bahia and African traditional religion).</p> <p>Learners could work together to list the different things found in the environment and work individually to make an observational drawing of a plant of their own choice.</p> <p>They should work in groups to discuss the reasons for protecting and sustaining the environment, explain how important the environment is to us and suggest ways to protect it.</p> <p>Learners could be asked to plant trees and flowers around their school and home.</p>		<ul style="list-style-type: none"> • What are the biblical teachings on the environment? • What is the concept of environment according to the major faiths? • What are the human activities that affect our environment? • Why is the environment important to the human race? • How can humankind protect the environment?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know the names of the things that God created in our environment. • Explain ways of keeping the environment safe. • State the importance of the environment to us. 	<ul style="list-style-type: none"> • Discuss human impact on the environment and suggest ways to protect it 	<ul style="list-style-type: none"> • Appreciate and values the beauty of the environment • Enjoy living in a clean environment • Develop respect and protect our environment • Respect peoples' religious beliefs about the environment
Contribution to the competencies		
<p>Critical thinking: About how to protect the environment and appreciate God's work of creation.</p> <p>Communication: Discussion and listening to others.</p> <p>Co-operation: Working together and appreciating others' views.</p> <p>Culture and Heritage: African traditional beliefs emphasise the importance of the environment.</p>		

Assessment Opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit is about Biblical teachings on the environment. It explains the meaning of environment in a Christian perspective. The learner will discuss the concept of environment according to other faiths. The learner will explore various human activities that affect the environment. They will discuss the importance of environment and how human beings should protect it.

Using the Learner's Book

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

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

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

The learner competencies

This unit presents many opportunities for critical and creative thinking: reading and interpreting the Bible explanations, role playing and identifying names in a crossword puzzle.

Learners are asked to work in pairs, groups and with the help of their parent or guardian. So there are continuous opportunities for co-operation and teamwork.

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

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

The Biblical teachings on the environment

Information for the teacher

Environment is what surrounds us. Environment includes living and non-living things. God created the environment for human beings to interact with. He gave mankind power to control over the environment. In this unit, learners will gain knowledge by interacting with the environment to promote environmental conservation.

Activity 4.1

In the class activity, ask the learners the Biblical meaning of the environment. Let learners explore the environment as a home of human beings. Ask them the Christian concept of the environment. They should link to what they learnt about the environment in Primary 6.

Lead learners to walk outside the classroom. Ask them to tell each other what they can see. Take them back to the classroom. Pair up the learners and ask them to look at the picture in the learner's book. Let them compare what they have seen outside with what is in the picture. Use their findings to define the term environment.

In pairs, ask the learners to explain what is in the picture on page 66 of the Learner's Book.

They should discuss the origin and present existence of things found in the environment.

In class, ask the learners to read the Bible verses on page 67. They should link it to the present existence of environment. Ask the learners to explain the benefits of the environment.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they discuss appropriately?

Conversation

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

Product

Look at their presentation in class.

Check on learners' ability in explaining the Biblical teachings of the environment.

Read answers in class.

Concept of environment according to major faiths

Information for the teacher

All faiths or religions view environment as a source of life. This is because all the things in it are useful. They also believe that the environment was created by God (Supreme Being). Environment should be cared and protected.

Activity 4.2

Choose a muslim elder conversant with Islam religion and Traditional African religion.

Ask learners to settle down and listen to you as a resource person as you talk about how Muslim faith and African traditional religion say about the environment. Encourage learners to ask questions. Learners to what they have learnt from the resource person.

Using the pictures on pages 69 and 70, ask the learners to explain the concept of the environment.

Assessment Opportunities

Observation

Observe learners discussing in groups. Can they identify the pictures in the Learners Book?

Conversation

Talk to the learners while they are discussing in pairs and groups. Guide them to understand what the resource person is explaining. Ask questions on both sides concerning the environment.

Product

Look at their presentation in class.

Appraise their teamwork and co-operation during class activity.

Check on the learners' ability in explaining the concept of environment according to other faiths.

Human activities that affect our environment

Information for the teacher

Environment forms our home. We rely on the environment to survive. Human beings have responsibility to keep the environment clean. In this sub-unit, learners will explore

various ways in which human beings pollute the environment. You will encourage them to protect the environment. At the end, learners should develop a sense of responsibility to care for the environment.

Activity 4.3

Brainstorm learners to explain various environmental pollution. Ask them to explore various human activities that pollute the environment within their locality.

Moreover, ask learners to identify way of preventing environmental pollution. They should observe the picture and identify form of pollution.

Guide learners during nature walk around the school compound and to the immediate environment.

Let them observe different human activities. Ask them to identify the harmful activities that affect the environment. Task them to discuss in class.

In groups, learners to discuss the effect of human activities on environment.

Use the learner's observations to explain that some human activities which pollutes the environment:

1. Dumping wastes in sources of water
2. The use industrial fertilisers and chemicals in farming.
3. Keeping large livestock on a small piece of land.
4. Industries release poisonous gases and fumes into the air.
5. Clearing vegetation and trees.
6. Abandoning mining areas bear without filling the pits.

Assessment Opportunities

Observation

Observe learners discussing in groups.

They should identify forms of pollution they have ever seen on the environment. Learners should give human activities that destroy the environment.

Conversation

Talk to the learners while they are discussing in pairs and groups. Listen to the way they present their points. Appraise good communication skills.

Product

Look at their presentation in class.

Summarise points learned in class.

Check on the learners' ability in explaining human activities that affect the environment.

Importance of the environment to the human race

Information for the teacher

God created Adam and placed him in the Garden of Eden. The garden had beautiful trees which had good fruits. It also had rivers with clean water. Adam ate fruits from the trees and drank from the rivers. Life in the Garden of Eden was good.

Adam and Eve depended on the environment to survive. Fruits and fresh water was available for use. Therefore, the environment has been supplying the need for the human beings.

Human beings depend on the environment for food, shelter, medicine and to perform religious ceremonies. Plants provide us with food. They also provide us with fresh air. We get both shade and shelter from the trees.

Streams and rivers give us clean water for drinking, cooking and washing. Rivers are sacred where religious functions like baptism are held. Therefore, we are responsible for the environment for the future generation.

Activity 4.4

Brainstorm learners to explore the environment and link it to human beings. Let them discuss the relationship.

Read Genesis 2:8-14. Let them tell each other what they have heard from the reading. In groups, ask the learners to look at the picture in the Learner's Book page 74 and explain the relationship between the things found in the environment.

Guide the groups to discuss what they can see in the picture. In pairs, ask the learners to draw and colour the Garden of Eden on a manilla paper. Pick the best picture and display it at the back of the class. The pictures will guide them on the existence of the environment during creation to the present days.

Assessment Opportunities

Observation

Observe the learners discussing in groups.

Can they discuss appropriately?

Conversation

Talk to the learners while they are discussing in pairs and groups. Listen to their communication skills during discussions and presentation in class. Appraise their work.

Product

Look at their drawings. The pictures depict the existence of environment after creation to the present days. Learners should develop a sense of belonging and appreciate for God's work of creation.

Check on the learners' ability in explaining the importance of the human race.

Activity 4.5

During a nature walk learners are expected to observe the environment and come up with explanations on its benefits. Expect them to note down what they see so as to discuss in class. The pictures on page 75 will guide them.

In pairs, ask the learners to discuss what they observed during a nature walk. Group learners and ask them to discuss the benefits of the environment.

Assessment Opportunities

Observation

Observe the learners discussing the pictures. Can they identify things found in the pictures?

Conversation

Listen to the learners explaining pictures. Talk to the groups about importance of the environment.

Can they explain some of the benefits of the environment?

Product

Listen to their presentations in class. Let them share their views in class.

How humankind can protect the environment

Information for the teacher

God commanded us to take care of the environment. Human beings protect the environment by caring for all animals found on land and in water.

Both domestic and wild animals need our protection. Human beings are responsible for living and non-living things which add value to the environment.

Activity 4.6

Ask the learners to read Genesis 1:27-28. They should explain the verse in relation to the environment. Ask them to mention how they care for the environment.

In pairs, ask them to look at the picture in the Learner's Book. Guide them to relate what they have read in the verse with the pictures. They should explain the activities being done in the pictures and come up with judgement on the importance of protecting the environment.

Assessment Opportunities

Observation

Observe the learners explaining the Biblical verses. Talk to them in groups and pairs about ways of protecting the environment.

Can they discuss appropriately?

Conversation

Talk to the learners while they are discussing in pairs and groups. Listen to their communication skills and how they present their information.

Product

Look at their presentation in class.

Check on the learners' ability in explaining human activities in protecting the environment.

unit 5

African Heritage Teachings

(Refer to Learner's Book pages 81 - 99)

Religious Education Primary 7		Unit 5:African Heritage Teachings
Learn about		Key inquiry questions
<p>Learners should discuss marriage and family life and investigate its importance in society. They should explore historical places and understand the significance of ancestral places to their generation.</p> <p>They should learn about cultural heritage (e.g drums, musical instruments and songs, myth and legend) and talk about the similarities and differences between African instruments and European instruments.</p> <p>Learners should understand that religious heritage (e.g rituals, ceremonies and festivals, shrines, sacred places and objects, art and symbols, music and dance etc.) is deeply rooted in social organisation. They should talk about the implications of religious heritage for today's society.</p> <p>They should perform the drumming that is used for a naming ceremony in the village.</p> <p>They should perform a simple role play about marriage in African traditional heritage.</p>		<ul style="list-style-type: none"> • How are marriage ceremonies performed in Africa? • What different types of marriages are there in Africa? • What is the origin of African religion? • Does African religion have a sacred scripture? • What are the significant cultural and religious heritages of Africa? • How significant is African heritage? • What is the significance of songs and shrines in African society?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Mention some features of African heritage. • Describe marriage and its importance today. • List the types of marriages in Africa. 	<ul style="list-style-type: none"> • Discuss and explain the importance of African heritage today 	<ul style="list-style-type: none"> • Appreciate and enjoy some African cultural and religious heritage (i.e. dance and music, marriage and family) • Show respect for the dead and hereafter in Africa traditional belief

Contribution to the competencies

Critical thinking: About how marriages are conducted in African traditional society

Communication: When discussing marriage and family life and religious heritage

Co-operation: Working together to role play and in talking about the issues above by listening and valuing what others say

Heritage and Culture: Investigating African traditional beliefs and cultural heritage

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 African Heritage narrative teachings. It explains how marriage is conducted in the community. In addition, the unit will discuss types of marriages and the family set up. Moreover, the unit will discuss the African Religious heritage.

Using the Learner's Book

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

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

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

The learner competencies

This unit presents many opportunities for critical and creative thinking: reading and interpreting African Heritage narrative teachings. Role playing and identifying traditional marriage in various communities in South Sudan.

Learners are asked to work in pairs, groups and with the help of their parent or guardian. So there are continuous opportunities for co-operation and teamwork.

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

It is important in Primary 7 that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences.

Marriage

Information for the teacher

Marriage is a union of a man and a woman as husband and wife. Marriage is both a religious and traditional celebration. It is celebrated differently in different communities in South Sudan.

During a traditional marriage ceremony, people celebrate for the union of a man and woman to become one. There is eating, drinking traditionally brewed beer, singing and dancing traditional songs.

In Africa, if a man wants to marry, he chooses the woman to marry. The man gets united with the woman in courtship. The two will inform their parents as a sense of respect. The parents or guardians from the man's site visit the girl's home to inform her parents or guardians.

Parents or guardians take control of the marriage decisions for their sons and daughters.

If there is a mutual agreement between the two families, marriage plans start. The two families by use of elders agree on bride price to inform of dowry. Dowry gives a man a sense of ownership. It is also a way of appreciating the girl's parents.

The man's parents will plan for the day to pay the dowry in form of cattle, goats or sheep. After dowry, marriage celebration is planned and held up at the man's homestead. The two become one to be a husband and wife.

In African society, marriage is cemented by the presence of children. After marriage, the couple is expected to give birth to children. Traditional African Society valued children. Children were a sign of wealth in the community.

Children provided security to the community. Virginity is highly valued with high bride price. It gives a man a sense of owning the woman.

However, African society discourages divorce and other sexual-related habits.

Activity 5.1

Brainstorm learners with questions about marriage.

They should explain the meaning of marriage in African context.

Group the learners and ask them to dramatise a traditional marriage ceremony.

Ask them to tell each other the activities that take place during the marriage. Choose one of the groups to dramatise a traditional marriage ceremony to the rest.

In pairs, ask learners to look at the picture in the Learner's Book page 82. Let them tell each other what they think is happening in the picture. Ask them to explain the occasion during marriage ceremony as shown in the picture.

Assessment opportunities

Observation

Observe learners discussing in groups.

Can they discuss appropriately?

Conversation

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

Product

Look at their presentation in class.

Check on learners' ability in explaining marriage.

Wedding

Information for the teacher

A wedding is a ceremony where two people are united in marriage. Wedding traditions and customs vary greatly between cultures, ethnic groups, religions, countries, and social classes. Most wedding ceremonies involve an exchange of marriage vows by the couple, presentation of a gift (offering, rings, symbolic item, flowers, money), and a public proclamation of marriage by a figure in authority or celebrant. Special wedding garments are often worn, and the ceremony is sometimes followed by a wedding reception. Music, poetry, prayers or readings from religious texts or literature are also commonly incorporated into the ceremony.

Activity 5.2

Arouse the curiosity of learners by inquiring more about a wedding. Ask them to explain the event during a wedding they attended. Ask them to explain how a wedding is done in their community and church. Learners are expected to explain the symbolic meaning of a wedding in their community.

Ask the learners to talk about the following aspects of a wedding:

- Engagement
- Wedding preparation
- Actual wedding

Assessment Opportunities

Conversation

Listen to the learners explaining the meaning of a wedding. Talk to them while they are explaining stages of a wedding. Can they express their views?

Appraise their work.

The family

Information for the teacher

A family is a basic unit in the community. It is made up of father, mother and children. Father is the head of a family. Mother takes care of the family. Children make the family stay together. Children are seen as blessings from God to the family.

In an African society, the father is the provider in the family. He has a responsibility to take care of his family. Children should obey their parents and elders. Families form the basis of a society.

Parents teach children on how to behave with good mannerism. Christian values and virtues are instilled in children as they grow.

Marriages and families have the following importance in the society:

- a) Bearing and bringing up children.
- b) Establishes new relationship between families.
- c) Create good personal qualities such as hard work and love.

Activity 5.3

Ask the learners to explain the meaning of marriage.

In pairs ask the learners to mention the members of the family. Ask them to write the members in their notebooks. Guide the learners to mention the duties of each member in the family.

Looking at the pictures on page 87, ask the learners to identify types of families shown in each picture.

Assessment Opportunities

Observation

Observe the learners discussing in groups.

Can they identify the role of each members of the family.?

Conversation

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

Product

Look at their presentation in class.

Check on the learners' ability in explaining what a family is.

Types of marriages

Information for the teacher

Mabior had two wives (Akur and Nyadeg). This type of marriage is called a polygamous marriage. In other marriages, a man marries one wife. This type of marriage is known as a monogamous marriage.

In both types of marriages, a dowry must be paid for every wife. Africans also believe that if a man dies his wife can be taken by his brother. This marriage is known as levirate marriage.

In South Sudan, levirate marriage is referred to as Ghost marriage. It is practised in Dinka and Nuer tribes. Children who are born in this marriage belong to the father who died.

Activity 5.4

Guide the learners and tell them to read a story in the Learner's Book.

Guide them to find out the types of marriage in the story.

Lead them to discuss the types of marriages in African. Guide learners to do find out on how dowry payment is done in South Sudan.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they discuss appropriately?

Conversation

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

Product

Look at their presentation in class.

Check on learners' ability in explaining what a family is.

Origin of African religion

Information for the teacher

African religion is said to be as old as man. This is because it started when man started to exist. It was well practised by our forefathers. African religion has been passed from one generation to another. Ask the learners probing questions like;

- Where did the name Africa come from?
- What is the eldest religion in Africa?
- What is the situation of the eldest religion in Africa?

Activity 5.5

Ask the learners to settle down and listen to a resource person talking about the origin of the African religion. Encourage them to ask questions for clarification.

In pairs, ask the learners to tell what they have learnt from the resource person.

African Religion is made of:

- a) Beliefs – what and how people view about God.
- b) Ceremonies and festivals – how people pray and celebrate events.
- c) Religious places – where people worship.
- d) Values and morals – help people to live with each other.
- e) Religious leaders – how people lead in worship.

Assessment opportunities

Observation

Observe learners discussing in groups.

Can they discuss appropriately?

Conversation

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

Product

Look at their presentation in class.

Check on learners' ability in explaining the origin of African religion.

Does African religion have sacred scripture?

Information for the teacher

The Bible is the sacred book of Christians. The Quran is the sacred book of Muslims. The two sacred books contain sacred scriptures. The authors were inspired by God.

African religion has no sacred scriptures or books. This is because our forefathers did not know how to write. African religion depends more on oral traditions which are communicated through music, dances and art work.

Since there are no sacred scriptures people are free to hold different views and beliefs without the danger of being accused of falsehood.

Activity 5.6

Begin the lesson by asking learners to explain what a sacred scripture is. Let them give examples of sacred scriptures they know.

Pair up the learners and ask them to look at the picture in the Learner's Book.

Let them tell what they can see in the picture. Ask them to explain what is happening in each picture.

Assessment Opportunities

Observation

Observe the learners discussing in groups.

Can they discuss appropriately?

Conversation

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

Product

Look at their presentation in class.

Check on learners' ability in explaining the origin of African religion.

Significant cultural heritages of Africa

Information for the teacher

Cultural heritage involves music, dances, drama, myths and legends. African cultural heritage music was played together with traditional instruments. Such instruments were drums, flutes, harps, whistles and many others. They made music more enjoyable.

Today's music is played together with instruments. The instruments used are modern.

Some of the modern instruments used in worship include; guitars, piano, violin and others.

The African instruments and European instruments have similarities and differences.

Activity 5.7

Ask the learners to look at the pictures in the Learner's Book. In pairs ask them to tell each other the names of the instruments shown in both pictures.

Guide the learners to identify similarities and differences between the instruments in both pictures. Ask them to mention other instruments used in their community.

Guide them to discuss how the instruments are used. Ask learners to draw and name the musical instruments shown.

The following are the similarities:

1. They are both used to accompany music.
2. Both can be played by anybody, a child or an adult.
3. They all make music more enjoyable.
4. They all produce sound.

Differences are as follows.

African instruments	European instruments
1. They are cheap to get.	1. They are expensive to buy.
2. They are locally made.	2. They are made in other countries.
3. They are simple to make.	3. They are made with high technology.
4. They require no power to operate or play.	4. Many require power or electricity in order to play.
	5. Some require training before you can operate them.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they discuss appropriately?

Conversation

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

Product

Look at their presentation in class.

Check on the learners' ability in explaining their culture.

Significant religious heritages

Information for the teacher

African religious heritage involves; rituals such as divination, ceremonies and festivals like burials, weddings, circumcision and naming. Sacred places and objects include as hills and mountains and art and symbols such as beadwork.

Through the above heritages people from different communities met, sang and danced together. This encouraged togetherness in the society.

Activity 5.8

Pair up the learners and ask them to tell each other about a wedding they attended. In groups. Ask the learners to look at the picture shown in the Learner's Book.

Let them talk about the types of dances and songs that were performed in the wedding. Present their answers to the class. Ask the learners to tell each other how music and dance are used in the society.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they discuss appropriately?

Conversation

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

Product

Look at their presentation in class.

Check on the learners' ability in explaining their culture.

Importance of African Heritage

Information for the teacher

The main importance of African heritage is in a social organisation. It brings people from different communities together. This encourages good relationships among the people. African heritage brings about the coming together of different communities. This is what

we call interaction. Interactions enable people to share ideas in life. It also encourages development of views on approach to life issues.

African heritage also:

1. Promotes peace and harmony in the society.
2. Brings discipline and respect to the law in the society.
3. Promotes love amongst the people.
4. Encourages and improve talents and abilities among the youths.
5. Brings joy and happiness in the society.
6. Promotes communication skills in the society.

African heritage is also important in the today's society. African Heritage teaches about the history of our forefathers. African heritage enables today's society have respect for the dead. African heritage teaches us how to maintain our identity.

Activity 5.9

Pair up the learners and ask them to tell each other about a wedding they attended.

In groups ask the learners to look at the picture shown in the Learner's Book page 96.

Let them talk about the types of dances and songs that were performed in the wedding.

Ask them to present their answers to the class. Ask the learners to tell each other how music and dance are used in the society.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they discuss appropriately?

Conversation

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

Product

Look at their presentation in class.

Check on the learners' ability in explaining their culture.

Significance of songs and shrines in African society

Information for the teacher

A shrine is like a church in today's society. A shrine can be a big tree in a particular forest. It is a holy place that was used by traditionalists to offer sacrifices to God (Supreme Being).

It was highly respected just as Christians respect the church today. Not everyone was allowed to go to it. Songs were very important in the African society.

This is because they were used to pass information and also to entertain. Singing makes people happy and also healthy.

Activity 5.10

Group learners and guide them to dramatise a church service. Ask them to tell each other activities that take place in church.

Pair up the learners and ask each pair to look at the pictures in the learner's book. Guide learners to state the differences in the ways of worshiping God between the two diagrams.

In groups, learners to identify shrines found in their communities. Let them discuss the relationship between these shrines and the African religion.

Assessment Opportunities

Observation

Observe learners discussing in groups.

Can they discuss appropriately?

Conversation

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

Product

Look at their presentations in class.

Check on the learners' ability in explaining significance of songs.