



South Sudan

Secondary CRE

3

Teacher's Guide

Secondary CRE 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 students.

The book comprehensively covers the Secondary 3 syllabus as developed by Ministry of **General Education and Instruction**.

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

The **Teacher's Guides** provide:

- Full coverage of the national syllabus.
- A strong grounding in the basics of Christian Religious Education.
- Clear presentation and explanation of learning points.
- A wide variety of practice exercises, often showing how Christian Religious Education can be applied to real-life situations.
- It provides opportunities for collaboration through group work activities.
- Stimulating illustrations.



All the courses in this secondary series were developed by the Ministry of General Education and Instruction, Republic of South Sudan. The books have been designed to meet the secondary school syllabus, and at the same time equipping the students with skills to fit in the modern day global society.



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CRE

Teacher's Guide

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FOREWORD

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

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

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

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



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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INTRODUCTION

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

In order to do this, teachers must engage the 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 guide, as well as the learners' book provide learning outcomes in knowledge and understanding, values and national cohesion and their integration into the curriculum.

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

The Book Structure

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

ORGANISATION OF THE TEACHER'S GUIDE

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

1. Units

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

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.

2. Learning Outcomes

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

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

3. 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.

4. 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.

5. 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!

- 6. 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. It is 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 members. Ensure minimum movement when grouping the learners and encourage them to speak quietly so that they are able to listen to one another.

The Teaching Process

At every grade structured in units, 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 in CRE

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

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

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

(i) Demonstration

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

It may be necessary to call the pupils around the demonstration table for all to see. During demonstration, he or she could ask some pupils to help in handling and setting up the teaching aids. The teacher should then outline the procedure he or she expects the pupils to follow as they carry out their projects either individually or in groups.

(ii) Questioning technique

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

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

When a teacher asks a question to one of his or her pupils and the pupil gives a wrong answer, the teacher should not say 'no' or rebuke the learner. 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 learner's answer to detect any reason that led to his or her wrong answer. In this process the teacher will discover where the pupil went wrong and help him or her.

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

(iii) Role play

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

(iv) Individual work

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

During this session, the teacher moves round the class marking learner's

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

(v) Discussion

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

An effective discussion is characterised by the following

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

(vi) Discovery method

Through manipulation of teaching aids and a study of a number of patterns and relationships, learners 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 a teacher may choose depends on:

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

However, the teacher must be flexible enough to adjust or change his or her type of grouping to cope with new situations. There is no fixed number of 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 topic or subtopic at hand.

Important Attitudes In Learning Of CRE

a) In learners

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

Teaching Resources

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

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

Conclusion

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

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

Religious Education S3	Unit 1: Prophets and Prophecies
Learn about	Key inquiry questions
<p>Learners should explore the Prophets and their Prophecies by reading the Bible accounts of the works of the prophets. They should discuss the types of Prophets and prophecies found in the Old Testament, and relate this to the New Testament. They should explore the social, political and religious background of the Prophets.</p> <p>They should discuss the vision of the Prophet Amos and identify his prophetic teachings on Social Justice and Responsibility, Religious Hypocrisy, Judgment against Israel and other Nations, Punishment and Repentance.</p> <p>Learners should research the call and life style of the Prophet Jeremiah and Jeremiah’s teaching on some key prophecies. (16, 18, 19-20, 24).</p> <p>Discuss Jeremiah’s sufferings and lamentations, the new covenant and its (e.g Necromancy (Jeremiah 3: 7; 27: 8-10; Dishonesty (Jeremiah 3, 4; 5; 9;23); False prophecy (Jeremiah 23;28) ;Human Sacrifice (Jeremiah 19:4-5;32:33-35); Idolatry(2: 11; 10: 3-4; 25); Judgment and punishment (Jeremiah 5: 12-18; 6: 1-30; 7: 30; 8:17;10: 17-25; 14: 1-18; 15: 1-9; 16: 1-18).</p> <p>They should find out about the Acts symbolising Judgment and Punishment (Jeremiah chapters 13, 16, 18, 19-20, 24). Discuss Jeremiah’s sufferings and lamentations, the new covenant and its relevance to modern Christian.</p> <p>They should explore the lessons learnt from the call of Amos and Jeremiah.</p> <p>They should find out about other people who Christians believe were called by God.</p> <p>They should dramatise the activities of the Prophets Jeremiah and Amos in Israel.</p> <p>They should discuss all the above for their relevance to Christian belief today.</p>	<ul style="list-style-type: none"> • What are the types of Prophets in the Old Testament and how do their prophecies in relate to the New Testament? • Describe the life and call of Amos? • What are the prophetic teaching of Amos and Jeremiah? • Describe the call of Jeremiah? • What lessons have Christians taken from the call of Amos and Jeremiah?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Describe the social, political, religious background and vision of the prophet Amos. Explain the Acts symbolising judgment and punishment. Explain Jeremiah's sufferings and lamentations and the new covenant, and its relevance to modern Christian belief. 	<ul style="list-style-type: none"> Describe the calls of Jeremiah and Amos Discuss the prophetic teachings of Amos and Jeremiah on social justice and responsibility, on dishonesty, false prophecy, human sacrifice, idolatry, judgment and punishment and their relevance to Christian belief 	<ul style="list-style-type: none"> Appreciate the religious belief in God's call to Jeremiah and Amos. Respect the religious belief in God's call to his people today.
<p>Contribution to competences:</p> <p>Critical thinking about the call of prophet Jeremiah and Amos</p> <p>Communication through reading, sharing ideas, opinions in the groups.</p> <p>Co-operation through group work respecting and appreciating others ideas and views.</p> <p>Links to other subjects:</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 part of the unit looks at prophets and prophecies whose origin can be found in the Bible. The unit will discuss selected prophets and their prophecies, types of prophets and the call of the selected prophets. The learner will learn about the prophetic teaching of Amos and Jeremiah and relate to the Christian life.

Using the Learner's Textbook

There are both words and pictures in the textbook, and this will help the learners to understand what the pictures are all about. It will help the learners to understand well about the prophets and prophecies.

The different activities across the unit will help the learners to achieve the learning outcomes that are required at the end of every unit. The learner's text book also involves parents and guardians where learners are encouraged to inquire more about prophets hence encouraging continuous learning.

The student competencies

This unit presents many opportunities for critical and creative thinking: reading and interpreting the call of prophet Amos.

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.

Cross cutting issues

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

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

Prophets and prophecies

Information for the teacher

Prophets are classified according to who they were and what they did. Their typology is based on the period of time and the volume of their content.

Activity 1.1

Ask the learners to look at the pictures on page 1 and talk about what is happening. Ask them to relate what is happening in the picture with the lives of prophets.

Additional activity

Let the learners define the terms prophets and prophecies, Give them time to write notes on prophets and prophecies, guide them discuss the call of Amos, let them discuss the political and social background of Prophet Amos and let the group leaders lead the rest of the students in presenting their findings to the rest of the class.

Group work

Organise learners in groups of five. Let them read the Bible accounts, discuss the prophets and their prophecies. Ask them to tell their friends the prophets they know or have heard about from their society.

Pair work

Ask the learners to identify the types of prophets. Let them tell you in what ways are false prophets being manifested today. Ask them the main duties of true prophets.

Group work

In groups of five, ask the learners to discuss activities of a true prophet. Let them discuss by naming prophets under each category.

Assessment opportunities

Observation

Observe learners discussing prophets. Can they link the role of a prophet to the pastors and clergies in the church?.

Conversation

Talk to learners while they are discussing prophets and their prophecies.

Are they able to explain who a prophet is? Listen to their communication skills. Enhance teamwork and corporation learning.

Product

Read the pieces of writing from the learner's book about the prophets and prophecies. Look at their presentations.

Relationship between the Old Testament prophets and the New Testament

Information for the teacher

There is an element of unity between the Old Testament prophets and New Testament prophets. The theme, salvation history, runs through the Old Testament into the New Testament. The Old Testament prophecies are fulfilled in the New Testament through the coming of Jesus Christ as the Messiah

Activity 1.2

Ask the learners to identify the main teachings of Old Testament prophets. Let them relate the Old Testament prophets with the New Testament prophets.

Ask the learners to do the class work in the learner's book. Check the work that they have done. Do they understand the lessons that Christian learn from the relationship between the Old Testament and New Testament. Let them identify various Old Testament prophecies that were fulfilled in the New Testament.

Assessment opportunities

Observation

Observe learners discussing about the teachings of Old Testament prophets.

Do they understand? Are they able to identify the teachings?

Conversation

Talk to learners while they are discussing about the teachings of the Old Testament prophets.

Are they talking about the right thing?

Product

Look at their presentation in class.

Can they write the teachings of the Old Testament?

Prophet Amos

Information for the teacher

Amos is among the twelve minor prophets in the Bible. He was a sycamore tree dresser in Tewa village, in Judah. God called him to prophecy in Israel during the reign of King Jeroboam II.

Activity 1.3

If the learners can access the Bible, let them read the story of Amos chapters 1 to 9. Let them summarise notes about Prophet Amos.

Group work

Organise learners into groups. Ask them to identify the vision of Amos. What was the significance of the vision of Amos? How does God communicate to His people today?

Activity 1.4

Put the learners into pairs to discuss ways in which the rich oppressed the poor during the time of Prophet Amos. Can they identify Amos' teachings on hypocritical Religion? In which ways is the modern society hypocritical in religion? What do you think Christians can do to avoid God's judgment and punishment? Ask the learners to explain the teaching on Israel Election and also the teaching on the Day of the Lord.

Group work

Organise the learners in groups. Ask them to explain the origin of Christianity as a descend from Israel. In what ways are Christians the chosen people. Let them discuss the relevance of Amos teaching on Election to Christians.

They should be able to tell the remnants in the modern society. Let them discuss the relevance of Amos teaching on remnants and restoration to Christian faith. Ask them to compare and contrast Amos teachings on remnants and restoration to the Christian lives today. Ask them to explain how God manifested the following attributes according to Amos:

- God is Holy and Righteous.
- He is the Sustainer.
- He is a Just God.
- He is the Universal God.
- He is the Creator.
- He is the Supernatural God.

Ask the learners to compare and contrast the socio-political and religious state in the modern society to the time during the call of Amos to prophetic vocation. Let them relate the prophetic mission of Amos as to the modern pastors and clergies as servants of God. Ask them if they were prophet Amos, which evils can they condemn in society today?

Assessment opportunities

Observation

Observe learners identifying the book of Prophet Amos in the Bible. Observe them as they identify the two kingdoms (Israel and Judah) from the Bible.

Conversation

Talk to the learners while they are discussing about prophet Amos. Are they able to explain the teaching of prophet Amos? Listen to their presentations in class. Talk to them while discussing in groups and the class. Enhance communication skills and teamwork.

Product

Listen at their presentation in class. Acting in the position of prophet Amos, are they able to tell you the evils that they can condemn in the society? Read answers in the class.

Prophet Jeremiah

Information for the teacher

Jeremiah was called to be a prophet while he was young . He prophesied for 59 years which covers the reign of five kings of Israel. Therefore, he prophesied before and after the Babylonian exile. His much teachings were centred on punishment, judgement and restoration of the Israelites.

Activity 1.5

Using the Bible, study the book of Prophet Jeremiah. In brief, ask the learners to explain why Jeremiah was called to be a prophet. Based on what they know, why do they think prophet Jeremiah was called a Weeping Prophet? Let the learners discuss the events in life of prophet Jeremiah during his prophetic work.

Ask the learners in groups to discuss the call of prophet Jeremiah. Ask them to identify the nature of the call and how Jeremiah responded.

Guide the groups to make presentations on what they have discussed.

Class work

This aims to enable learners analyse what Jeremiah preached. Probe them on why do they think Prophet Jeremiah gave a Temple Sermon? Ask them to tell you what evils Prophet Jeremiah could condemn in the society today. What is the relevance of Jeremiah's teachings on evils and false prophets to Christian today?

Assessment opportunities

Observation

Observe learners identifying the visions of prophet Jeremiah. Can they link them to the advent of prophet Jeremiah's mission?

Conversation

Talk to the learners while discussing. Listen to their arguments and presentations. Enhance good communication and teamwork.

Jeremiah's symbolic acts related to judgment and punishment

Information for the teacher

Symbolic acts are intensified forms of prophetic speech or an acted form of the word of God. They are also referred to as acted parables. They were used in the Old Testament with an intention of drawing attention and arousing curiosity to learn more about God by the audience. Jeremiah used the following symbolic acts to demonstrate how judgment and punishment would affect the people of Judah.

Activity 1.6

This activity aims to help learners conceptualise how Jeremiah prophesied. Let them list down Jeremiah's symbolic acts judgment and punishment. Ask them to discuss the significance of Jeremiah's symbolic acts related to judgment and punishment to Christians?

Activity 1.7

Ask the learners to do activity 1.7. Ask them to explain why they think Jeremiah underwent suffering during his mission. Ask them to read Jeremiah 11: 18-23 in the text book and explain Jeremiah's concern in his prophetic work.

Activity 1.8

Brainstorming in class, ask them how would you explain symbolic acts related to judgment and punishment. In what ways do Christian leaders use symbolic acts in preaching? Ask the learners to Compare and contrast Jeremiah's suffering and lamentations to the persecution of the church today.

Assessment Opportunities

Observations

Observe learners explaining why they think Jeremiah underwent suffering during his mission. Observe them reading Jeremiah 11: 18-23 in the text book. Are they able to explain Jeremiah's concern in his prophetic work?

Conversation

Converse with the learners about prophet Jeremiah. Are they able to explain the call of Jeremiah?

Are they able to explain about Jeremiah's Symbolic Acts related to Judgment and Punishment?

Product

Look at their presentation in class. Listen to their narration about prophet Jeremiah. Can they talk of the background of prophet Jeremiah?

What of the relevance of Jeremiah's suffering and lamentations to Christians today?

Jeremiah's teaching on the New Covenant

Information for the teacher

Jeremiah is known for his prophecy of the New Covenant which was initiated by God. He emphasised on the individual responsibility and no inherited sin or punishment. Christian leaders should know that not all of their messages will be accepted especially when they condemn social evils in society. They should be willing to proclaim God's word. They are likely to face opposition as they carry out God's work but they should not be afraid. They should be aware of false prophets in their midst. Christians should pray to God for strength especially when they are discouraged in their work. Should remain faithful and firm to the word even when they are in problems for God will always intervene.

Class work

This class work aims to enable learners relate the prophetic teachings of prophet Jeremiah to the daily christian life. In addition, learners will conceptualise how suffering is inevitable in preaching the gospel in today's society. Ask learners to relate the teachings of Jeremiah on the New Covenant.

Assessment Opportunities

Conversation

Talk to learners while discussing in groups and class. Listen to their communication skills as they present their points. Encourage teamwork and corporation learning.

Product

Share answers in class. Listen to their presentation.

Religious Education Secondary 3	Unit 2: The Gospel of Luke and Acts of the Apostles
Learn about	Key inquiry questions
<p>Learner should explore Jesus's life in Nazareth and his rejection in Galilee through reading the Gospel. Learners should discuss with the teacher the Casting of the Evil Spirit from a Man with an Evil Spirit (Lk 4: 31-37), the Calling of the Disciples (Lk 5-11, 27-32), and the Choosing of the Twelve Apostles (Lk 6: 12-15). Learners should work in groups to discuss the Miraculous of Catch of Fish. Learners should discuss with the teacher Jesus's Teaching on the Plain (Lk 6: 17-49), and the virtues Jesus required of his disciples.</p> <p>Learners should work together and discuss Jesus's teachings on the Beatitude in the Sermon on the mountain, and the Healing of the Centurion's Servant.</p> <p>Learners should explore the founding of the Christian Church and the spread of Christianity to the Roman Empire through the study of the Acts of the Apostles. They should find out about the Theology of the Acts and its relevance to Africa (e.g. Peters' Declaration on Pentecost (Acts 2: 14-41). The conversion of Saul (Acts). The martyrdom of Stephen (Acts: 6-7:60). Peter Defends his work of apostle).</p> <p>All the above should be considered alongside today's spiritual healers. It should also be considered in the context of contemporary society and for its relevance for Christian belief today.</p> <p>Learner could dramatise the healing of lame man in the name of Jesus by Peter and John (Acts 3: 1-10)</p>	<ul style="list-style-type: none"> • What was Jesus's activity in Nazareth and why was he rejected by his people? • Why are people rejected in contemporary society? • How were the disciples called, and what significance does it have to Christian belief today? • How was the Christian Church founded? • Who are today's Spiritual healers? • Why is the theology of the Acts of the Apostles important and how important it is to Christian today? • What is Pentecost and Peters' declaration on it, and what is its relevance today.

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Explain how the Christian Church was founded. • Describe the Miraculous catch of the Fish and the lessons learnt. • Understand the significance of the call of Paul in the Acts of the Apostles. • Identify reasons why people are rejected in modern society. • Explain why Jesus was rejected in Nazareth. • Explain Jesus's teaching on the mountain, and the virtues Jesus required of his disciples. • Explain how Peter defended his apostolic mission, and its relevance to Christians today. • Know contemporary spiritual healers. 	<ul style="list-style-type: none"> • Discuss the healing of the man with Evil Spirit and the healing of the centurion's servant and its significance for Christian belief today. • Demonstrate the significance of the call of the Apostles and the disciples for Christian belief today. • Describe Peters' Declaration on Pentecost and its implication for modern Christianity. • Discuss the healing of the crippled man in the name of Jesus by Peter and John and its importance for Christian belief today. • Compare and contrast Jesus's healing miracles and work of the Spiritual healers today 	<ul style="list-style-type: none"> • Appreciate what the Bible says about Jesus's miraculous healings. • Respect and value the Christian belief in the call of the Apostles and in current Church leaders.
<p>Contribution to competences:</p> <p>Critical thinking through discussing spiritual healing.</p> <p>Communication through reading the Bible accounts and sharing ideas, opinions in the groups.</p> <p>Co-operation through group work working together and respecting and appreciating others ideas and 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 part of the unit looks at the Gospel of Luke and acts of Apostles.

It talks about the Gospel of Luke and Acts of apostles, the early life of Jesus and why he was rejected in reference to Gospel of Luke. There are also Jesus' teachings on the Beatitudes in the Sermon on the Mountain and the healing of the Centurion's servant.

Using the learner's textbook

There are several pictures in the text book showing the life history of Jesus and the activities that he was doing before He ascended into heaven. This will help the learners to familiarize themselves with the unit in general. There are also various activities in the text book, pair work, group work, individual work and also work done as a class. All these will help the learners to achieve the learning outcome. There is also continuous learning process where parents and guardians are involved.

The student competencies

This unit presents many opportunities for critical and creative thinking: Reading and interpreting the gospel of Luke and acts of apostles. 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 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 peace and values education through exploring the Gospel of Luke and the Acts of Apostles. Environmental education by learning on the early church and how the gospel was spread.

The Gospel of Luke and Acts of Apostles

(Refer to learner's book pages 35-54)

Information for the teacher

The Gospel of Luke describes the infancy life, ministry and death of Jesus.

Jesus started His work in Galilee which was His own home district. He was filled with the Holy Spirit after baptism and temptation. He set out to fulfill his mission through preaching the good news and performing miracles. Jesus went to the synagogue every Sabbath in accordance to the Jewish practice. The service consisted of prayers and reading from the books of laws of prophets. Anyone who had sufficient knowledge on the law and prophet would be invited to read or give a commentary on the same. Visiting teachers would be given the honour of addressing the congregation by the head of the synagogue.

Activity 2.1

Ask learners to identify what is happening in each picture. Let the learners relate what is happening with the early life of Jesus.

Ask the learners to write down short notes about what they have discussed in the pictures.

Ask the learners to Explore Jesus life in Nazareth and his rejection in Galilee. Discuss the casting out of the evil spirits, the calling of disciples and the choosing of the 12 apostles. Give the teachings of Jesus on the plain. Explain the healing of the centurion servant; explore the founding of the Christian and the spread of Christianity. Find out about the theology of the Acts and its relevance to Africa.

Group work

Let learners summarise the early life of Jesus. Ask them also to explain why people of Nazareth rejected Jesus. What approach would the teaching and work of Jesus apply in their lives today? Let them explain.

Guide the learners to read the verse given in the text book (Luke 4:14-30) so that they understand well about the life of Jesus in Nazareth and His rejection. Jesus started His work in Galilee which was His own home district. He was filled with the Holy Spirit after being tempted by Satan. He set out to fulfill his mission through preaching the good news and performing miracles in various ways at Galilee.

Pair work

Organise learners into pairs. With their friend, let them read the verses given in the learner's book. That is (Isaiah 61: 1-2) and (Luke 4; 18-19). Ask them to tell each other what they have learnt from the verse. Let them write down and share with the rest of the pairs. Have a look at what they have written. Encourage relevant answers.

Assessment opportunities**Observation**

Observe learners explaining what is happening in the pictures in the activity 2.1. Are they able to tell what is going on in the pictures? Are they talking of things like Jesus feeding the five thousand? Jesus healing the blind man? Jesus healing the crippled man?

Conversation

Talk to the learners while discussing. Do they understand what they are doing? Do they understand the gospel of Luke?

Product

Look at their presentation in class.
Can they explain the gospel of Luke and the acts of apostle?
Can they explain well about the life of Jesus in Nazareth and his rejection as in Luke 4:14-30?

Jesus heals a man with evil spirit in Capernaum**Information for the teacher**

Jesus went to the synagogue at Capernaum on a Sabbath day. He taught people and made great impression because He taught with authority. He was however interrupted by a man with an evil spirit. The evil spirit referred to Him as Jesus of Nazareth and asked what He had to do with them on the holy day. Jesus silenced him sharply and commanded the spirit out of the man and the evil spirit left without hurting him. The people were amazed and spoke among themselves saying "what a Lord this is for with authority and power He commands the unclean spirits and they come out."

Jesus calls the first disciples

Information for the teacher

Jesus chose disciples among many people who followed him to listen to his teachings. The call of the first disciples took place at the lake of the Gennesaret (Sea of Galilee). Jesus stood on the shores of Lake Gennesaret from where he taught the word to the people.

Activity 2.2

Ask the learner's to role-play the call of the first disciples.

Group work

Ask the learners to write short notes about the miraculous catch of fish. Look at their work to ensure they are doing the right thing.

The Miraculous catch of Fish

Information for the teacher

When he had finished teaching, He asked Simon Peter to cast the net into the water for a catch. Simon told Jesus that they had worked hard all night and caught nothing, but he followed Jesus' word and let down the nets.

Word search

Ask the learners to individually identify the twelve disciples from the word search given. Ensure every learner participates. Ask them to write them down after identifying. The twelve disciples we have;

- Simon Peter
- Andrew
- James the son of Alphaeus
- Matthew the tax collector
- Judas Thaddaeus the son of James
- Phillip
- Bartholomew
- Simon the zealot
- John the brother of James
- Judas Iscariot
- James
- Thomas

Assessment Opportunities

Observations

Observe learners role-play the call of the first disciples in class. Observe them writing notes about the miraculous catch of fish.

Conversation

Talk to the learners about the miraculous catch of fish.

Are they able to convey the message of the call of the first disciple through the role-play?

Are they able to identify the 12 disciples from the word search?

Product

Look at their presentation in class.

Look at the short notes that they have written.

Can they explain well the call of the first disciple?

Can they narrate the miraculous catch of fish?

Christian teachings from the choosing of the twelve disciples

Information for the teacher

Christians must be willing to carry on with the work of Jesus through preaching, healing and helping the needy in the society. They should be able to undertake training in various activities of the church. They should also choose leaders amongst themselves who can stand for the church. Those chosen have to work for the Christ not for the man. God calls anybody to serve Him. Therefore, they should be ready if called despite their status.

Individual work

As a disciple of Jesus, ask the learners which work would they carry out today in their church. Let them write down their points. Ask them to share their points with the rest of the members in class.

Group work

Put learners in groups of five; ask them to discuss the activities carried out by Jesus. Let them explain why Jesus was rejected in Nazareth. Can they describe the call of the twelve disciples?

Healing of the centurion's servant

Information for the teacher

After the sermon at the plain Jesus went back to Capernaum, a city in Galilee. It is here he met with the centurion. A Centurion was an officer in the Roman army in charge of 100 soldiers. He was a gentile and a senior officer in the Roman Army. He was a God fearing man and humble.

Group work

Ask the learners in groups to narrate to their friend the healing of the centurion servant. Let them present in class the lessons that a Christian can learn from that story.

Assessment Opportunities

Observations

Observe learners discussing in groups and individually.
Can they explain well the activities carried out by Jesus?

Conversation

Talk to the learners working in groups.
Are they able to explain why Jesus was rejected in Nazareth?
Are they able to explain well the call of the first disciples?

Product

Look at the learners reading the verses in class about activities carried out by Jesus.
Can they explain well the healing of the centurion servant?
Can they describe the call of the twelve disciples?

Founding of the Christian church and the spread of Christianity the Roman Empire (Acts of apostles)

Information for the teacher

The book of the Acts details the beginning of the church and its miraculous spread through the power of the Holy Spirit. Ten days after Jesus ascended back to heaven (Acts 1: 9), the Holy Spirit was poured upon 12 of Jesus followers who waited and prayed.

Pair work

Instruct learners to read about the martyrdom in the learner's book. With their friend, let them explain what they have learnt from the martyrdom of Stephen. Ask them to share what they read with rest of the pairs. Write down your points and show your teacher.

Activity 2.3

Ask the learners to role play on how Saul was captured. Observe the learners well to ensure they understand the message well.

Healing of the lame man

Information for the teacher

Peter and John were on their way to the temple for the hour of prayer at 3.00pm. A man who had been lame from birth and who was placed daily at the Beautiful Gate of the temple was being carried to beg from the people going in.

When he saw Peter and John who were about to go in, he asked them to give him something. But Peter told him they had neither silver nor gold but "what I have I give to you in the name of Jesus Christ of Nazareth walk". He took him by the right hand and raised him up and immediately his feet and ankle received strength. He stood on his feet, walked about and went with them into the temple, walking and leaping and praising God.

Activity 2.4

Organise the learners to role-play the healing of the lame man at the beautiful gate. Ask them to explain to you what they have learnt from the role-play. Each one of the learner should tell what he or she has learnt.

Role play

Organise learners also to dramatise the healing of the lame man in the name of Jesus by Peter and John. One of the learners to act as the lame man and the others to be peter and John. Ensure the learners get the message from the role play.

Pair work

In pairs, ask the learners to discuss the power of healing as portrayed in churches today. What is the lesson learnt from Jesus conversing and healing of the lame man? They should be able to explain that to you.

Assessment Opportunities**Observations**

Observe learners discussing in groups and in pairs.

Observe them role-play the healing of the lame man at the beautiful gate.

Can understand well the message from the role play?

Conversation

Talk to the learners working in groups.

Can they explain the healing of the lame man at the beautiful gate?

Product

Look at the learners role-playing the healing of the lame man at the beautiful gate.

Are they able to narrate the healing of the lame man?

Are they able to explain on how Saul was captured?

Religious Education Secondary 3	Unit 3:A Changing Society.
Learn about	Key inquiry questions
<p>Learners should research the nature of work and of vocation, as well as the African traditional concept of work. They should explore attitudes' to work.</p> <p>Through reading the Old and New Testament learners should find out about the Christian view of work. They should define and discuss with the teacher 'career' and 'professional ethic'.</p> <p>They should explore the moral duties and responsibilities of employers and employees using reference material, by talking to experts and where possible using the internet.</p> <p>They should identify contemporary Christian work virtues and the Christian outlook on employment issues (e.g. fair wages, industrial action called by workers' unions to claim rights of employees). They should working in groups, explore through discussion, the tensions between employers' rights and employees' rights and present their findings to the class.</p> <p>Learners should work in groups to identify the government and individual's responsibility to alleviate unemployment.</p> <p>They should explore the meaning of leisure from an African traditional perspective. They should find out about the types and use of leisure in today's society and discuss in groups the ways in which leisure can be misused (including the use of harmful drugs, and the consequences).</p> <p>Learners could debate the topic 'Alcohol does more harm than good'.</p> <p>Learners should find out about the leisure activities described in the Old and New Testament through reading the Holy Scriptures.</p>	<ul style="list-style-type: none"> • What is work and what is a vocation? • What are the formal and informal rules associated with work? • How can employers' rights and employees' rights be reconciled? • How do African traditionalists understand work and leisure? • What is the Christian teaching on work according to the Old and New Testament? • How do we define leisure and how can it be misused?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Define the meaning of work, vocation and leisure Know the Christian view of work Understand the traditional African nature of work, attitudes' towards work and the concept of leisure. Understand the Christian teaching on work and the potential difficulties that this can pose in the workplace 	<ul style="list-style-type: none"> Discuss the nature of work and vocation. Demonstrate the attitudes to work. Discuss the Moral duties and responsibilities of employers and employees. 	<ul style="list-style-type: none"> Appreciate the christian view of work. Respect the work virtues, the employers' rights and employees' rights.
<p>Contribution to competences:</p> <p>Critical thinking through analyzing information on work.</p> <p>Communication through debate.</p> <p>Co-operation through group discussion on the causes of unemployment and the solutions to the problem. Working together, respecting and appreciating others' ideas and views.</p> <p>Culture and Heritage through understanding the traditional view of work and leisure</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 part of the unit looks at a changing society .The unit will discuss nature of work, attitudes to work.The learner will identify the formal and informal rules associated to work.

Using the Learner's Textbook

There are both key words and pictures in the textbook, 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 recognise some of the words.

The student competencies

This unit presents many opportunities for critical and creative thinking: reading and interpreting the nature of work and vocation and the African concept of work.

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 secondary three that the teacher model communication clearly, through debate 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 Bible).

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

A changing Society

Activity 3.1 and 3.2

These activities aim to help the learner explain basis for a society to change. Learners will discuss work and vocation as agents of a society to experience transformational change. The pictures in the textbook will guide learners to explain activities that transform the society.

Organize learners to work in pairs, groups and as a class to explore various careers in the community. They should explain the advantage of the careers identified and their contribution to the society. Ask individual learner to write an essay about the career s/he want to pursue in future.

Expected careers to be identified are; teaching, engineering, medical practitioners, law practitioners, clergies, among others.

Learners to discuss;

Work:- skilled and unskilled

Types of work are; salaried employment, Volunteer work, Self-employment, and Casual work

Vocation:- religious, clergies, and lay persons in service of the society.

During the lesson, the following Bible quotations will be studied; Jeremiah 1:1-9, Isaiah 6:1-13.

Assessment opportunities

Observation

Observe learners identifying the pictures in the textbook. Can they identify the contribution of the occupation shown in each picture?

Conversation

Talk to learners while discussing. Can they explain what social change is? Listen to their argument and presentation skills. Enhance teamwork and co-operation learning.

Product

Learners should discuss activities to cause social change. Encourage virtues and attitudes aimed for active participation in social change. They should value and appreciate forms of social change in the society.

Formal and information rules of work

Information for the teacher

Formal rules are given in form of a handbook or instructions on the rules you have to adhere to, while informal rules refers to unwritten regulations governing people in a organisation.

Professional ethics: These are the standards of conduct and competence expected of those practicing in a particular profession.

Professional Ethos: These refer to the character and moral of a profession. They are set of ideas or morals to be aimed for within ones profession. Ethos enables members of the public to put their trust in particular members of professionals enabling them to give valuable service to the public.

Professional Codes: These are a collection or set of rules that govern the behaviour of those that engage in a certain profession. Profession code of Ethic serves us in many purposes.

Activity 3.3

Organise learners in groups to debate “through work we can change the world.” They should discuss the important of professional Ethics, Codes and Ethos in employment. Brainstorm learners on virtues that can be helpful if applied in employment.

Assessment opportunities

Conversation

Talk to learners while discussing and debating about professional Ethics, Codes and Ethos in employment. Listen to their argument and presentation skills. Enhance teamwork and co-operation learning.

Product

Learners should discuss activities to cause social change. Encourage virtues and attitudes aimed for active participation in social change. They should value and appreciate forms of social change in the society

Attitudes towards work

Traditional African attitude towards work

Information for the teacher

Everybody in African traditional is a worker and there is division of labour. Work is divided according to age, sex and social status.

People work for various reasons which include providing for basic needs, benefiting the community to acquire wealth and to attain higher levels of productivity. Work is social as it is done communally. No forms of work is despised or looked down upon.

Activity 3.5

Learners to find out how different communities in South Sudan lived in the past and how they live today. They should explore how the lifestyle of the communities influences daily activities. Ask learners to research how the communities contribute to their survival and dignity.

Assessment opportunity

Conversation

Talk to learners while discussing attitudes towards work. Listen to their argument and presentation skills to incorporate communication skills. Enhance teamwork and co-operation learning.

Moral duties and responsibilities of employers

Information for the teacher

Employers have responsibilities towards their employees. Expect learners to explore what they know about the responsibilities of employers.

Activity 3.7

Bible study; read the following Bible references and explore duties of employers: Exodus 1:10-14, 1 Kings 12:1-4, Leviticus 9:13, Amos 5:11, Genesis 2:2-3, Colossians 4:11 and James 5:4. Deuteronomy 24:14-15, Luke 10:17 and James 5:4. Compare and contrast the duties of employers and employees.

Assessment opportunities

Conversation

Talk to learners while discussing duties and responsibilities of employers. Enhance teamwork and co-operation learning.

Product

Present duties and responsibilities of employers in class.

Moral duties and responsibilities of employees

(Refer to learner's book pages 64- 66)

Employees have responsibilities at work place as assigned by their employers. To obey and respect the employer and all authority in the institution (Romans 13:4-5).

Activity 3.8

Read Romans 13:4-5. In class discuss the Biblical explanation about the responsibilities of employees.

Assessment opportunities

Conversation

Talk to learners while discussing duties and responsibilities of employees. Enhance teamwork and co-operation learning.

Product

Present duties and responsibilities of employees in class.

Child Labour

Information for the teacher

Child labour is the employment of children on full time basis. A child is anyone below the age of eighteen years. Child labour is the form of exploiting children in the society.

Activity 3.9

This activity aims to help learners identify various forms of child labour in the society. Why do you think some employers employ children? 3. Present your findings to the class as a group.

Unemployment, Self-employment and leisure

Information for the teacher

Unemployment refers to a situation of having no job both in salaried and self-employment. Self-employment is an occupation in which a person initiates a personal enterprise and manages it with the help of others. It enables a person generate income that may be re-invested.

Self-employment is an occupation in which a person initiates a personal enterprise and manages it with the help of others.

Leisure is the time when one is free from work or other duties to do what pleases him or her. Leisure activities are those that one does with ease and relaxation. Traditional African society recognise the fact that leisure is important aspect of life. They recognise the fact that life is made up of both work and leisure. As a result, members of the community come together during harvesting, festivals, communal dances and some fun games, storytelling, tongue-twisters, poetry recitation, telling of myths and legends, brain teasers, proverb in recitations and riddles form some of the content of leisure in the traditional African society. They are a form of relaxation from vigorous work like tilling the land, fishing, herding or hunting.

Activity 3.10

In groups, ask learners to discuss importance of self-employment to a country and the occupation that can lead to self-employment. Ask learners to list types of employment.

Ask learners in pairs to read the given Bible quotes and explain their explanations on leisure.

Activity 3.11

This activity aims to enable learners to find out traditional perception of leisure. They will identify changes that have occurred from the traditional perception of leisure to the modern perception of leisure. Ask them to identify similarities and differences.

Assessment opportunities

Observation

Observe learners identifying types of leisure and reasons for unemployment in the community. Can they identify types of leisure?

Conversation

Listen to learners while discussing in pairs and groups. Listen to their communication skills.

Religious education Secondary 3	Unit 4: Law and Freedom
Learn about	Key inquiry questions
<p>Learners should explore the concept of law and freedom in their community. They should read and discuss the laws and freedoms from the interim constitution of South Sudan.</p> <p>They should work in groups to establish the Biblical concept of law according to the Old Testament and New Testament.</p> <p>They should discuss with the teacher some of the laws and freedom practices in African traditional society. They should explore the tension between law and freedom, whereby one sacrifices one's right to do something for the common good (e.g. the freedom to say what you think might be curtailed by a law which states that you should not offend others).</p> <p>Learners should work in groups to look at situations in which leaders have used their authority and power for the good of society and also situations where leaders have abused their role to the detriment of society.</p> <p>Learners through drama or in groups should identify ways in which justice is administered and the types of injustices that sometimes occur.</p>	<ul style="list-style-type: none"> • What are implications for humanity of the misuse of law and freedom? • How do law and freedom conflict? • In what ways can exercising freedom be problematic? • What are the reasons for injustice?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Explain the concept of law and freedom 	<ul style="list-style-type: none"> • Summarise the biblical concept of law in the Old Testament and New Testament. • Discuss how leaders use and abuse their authority • Examine the administration of justice and types of injustice in society • Discuss the types of freedom that citizens enjoy and the problems associated in exercising freedom. 	<ul style="list-style-type: none"> • Respect and value the laws and freedoms in a society. • Appreciate leaders who use their authority for the common good.

Contribution to competences:

Critical thinking through discussing the administration of the law versus freedom.

Communication through discussing ideas about law and freedom

Co-operation through group work respecting and appreciating others ideas and views.

Links to other subjects.

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This part of the unit looks at the concept of law and freedom at community level and from the interim constitution of South Sudan.

Using the Learner's Textbook

There are both key words and pictures in the textbook, So it 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 recognise some of the words.

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

The student competencies

This unit presents many opportunities for critical and creative thinking: reading and interpreting

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 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 Bible).

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

Law and Freedom

Law is a set of rule that is made to ensure that the community functions effectively. Laws are aimed at protecting people, their property, health and security.

Freedom is the quality or state of being free or the absence of necessity, coercion or constraint in choice or action or it is power or right to act, speak or think as one wants and being at liberty rather than confinement or under any physical constraints.

Activity 4.1

This activity aims to enable learners explore the meaning of law and freedom. They will be guided by pictures in the textbook. Learners to relate pictures in the textbook to law, order, and justice.

Assessment opportunities

Observation

Observe learners identifying pictures. Can they identify what is happening in the picture?

Conversation

Listen to learners while discussing in pairs and groups. Listen to their communication skills as they explain the meaning of law and freedom.

Product

Listen to the explanation of law and freedom.

Laws and freedom are provided in the South Sudan interim constitution

Information for the teacher

Laws and freedom citizens are found in the bill of right is agreement among the people of South Sudan and between them and their government at every level and commitments to respect and promote human rights and fundamental freedoms enshrined in the constitution. The constitution is the cornerstone of social justice, equality and democracy.

Activity 4.2

This activity aims to help learners discuss rights and freedoms of every individual at school. Based on what they know, they should explain the function of the constitution in South Sudan. In addition, learners are expected to explore the role of the religious bodies in constitution making.

In groups, learners to explore the concept law and freedom. They should discuss the Biblical concept of law and state freedoms enjoyed by citizens of South Sudan.

Assessment opportunities

Observation

Observe learners identifying rights and freedom of citizens as in the bill of rights. Can they identify rights and freedoms they are entitled to?

Conversation

Listen to learners while discussing in pairs and groups Encourage teamwork and co-operation learning.

Product

Listen to the explanation of law and freedom.

Biblical teaching on law and order

African Traditional concept of law

Information for the teacher

Let learners sit in groups reading the bible in laws and freedoms .Give them each manila paper to were the laws and freedom

Allow each group to compose a poem on the laws and freedom as written. Let them present their poems in the class.

Invite a resource person to come and talk about laws and freedom in Africa traditional society

Guide them to use internet to research on different communities in Traditional African Show them a video on the Ten commandments as an example of some laws in the bible, Give questions on what they have learnt on laws and freedom.

Assessment opportunities

Product

The learners should get the Biblical concept of law in the Old Testament and New Testament. Familiarize with the laws and freedom in South Sudan.