

Christian Religion and Ethics

For Rwandan Schools

**Senior One
Teacher's Guide**

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CHRISTIAN RELIGION AND ETHICS

TEACHER'S GUIDE

SENIOR 1

PART 1: Introduction

Section 1: Basic information

1.1 Organisation of the book

This Teacher's Guide is organised into two main sections. Part 1 is the general introduction section detailing pedagogical issues. Part 2 is the main topics area. It gives the details of the expected learning units as organised in the learner's book. The main elements of Part 2 are:

- **Topic Area page** – detailing the various Sub-topic Areas and the units covered under the topic area.
- **Unit heading** – this is accompanied by some text in the learner's book to motivate the learners. Also, the total number of lessons per unit is given.
- **Key Unit Competence**– this is the competence, which will be achieved once learners have met all the learning objectives in the unit.
- **Outline of main sections in the unit** – is a quick summary of the subtopics covered under the unit.
- **Learning Objectives** –The content in this area is broken down into three categories of learning objectives, that is, knowledge and understanding, skills, attitudes and values.
 - **Knowledge and Understanding:** As in the existing curriculum, knowledge and understanding is very important.
- **Skills:** It is through the skills that learners apply their learning and engage in higher order thinking. These skills relate to the upper levels of Bloom's taxonomy and they lead to deep rather than surface learning.
- **Attitudes and values:** Truly engaging with the learning requires appropriate attitudes and values that relate to the unit.
- **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.
- **Assessment criteria:** This is meant to evaluate whether learners have succeeded in achieving the Key Unit Competencies intended. This section will help the teacher in assessing whether the unit objectives have been met.
- **Background information:** This is

the introduction part of the unit. It aims at giving insights to the teacher on the subject matter.

- **Additional information for the teacher:** This section gives more information than what the syllabus recommends for purposes of preparing the teacher to answer tough questions from learners.
- **Learning Activities:** These are given per lesson and have these sub-sections:
 - *Lesson titles*
 - *Specific objectives of the lesson*
 - *Materials and learning resources*
 - *Teaching methodology*
 - *Suggested teaching/ learning approach*
 - *Generic competencies covered*
 - *Cross-cutting issues covered*
 - *Special needs and multi-ability learning*
 - *Formative assessment*
 - *Extended exercises/ activities for fast learners and remedial (reinforcement) exercises/ activities for slow learners.*
 - *Answers to self-evaluation exercises*

These are repeated in all lessons until the end of the unit. They are followed by the answers on the Unit Assessment questions at the end of every unit.

1.2 Structure of the syllabus

Christian Religion and Ethics is taught and learned in Senior Secondary Education as an optional subject. At every grade, the syllabus is structured into Topic Areas, and then further broken down into Units.

The units have the following elements:

- Each Unit is aligned with the number of lessons.
- Each Unit has a Key Unit Competence whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.
- Each Key Unit Competence is broken into three types of Learning Objectives as follows:
 - *Type I:* Learning objectives relating to Knowledge and Understanding. These are associated with Lower Order Thinking Skills or LOTS.
 - *Type II and Type III:* These Learning Objectives relate to acquisition of skills, Attitudes and Values. They are associated with Higher Order Thinking Skills or HOTS. – These Learning Objectives are considered to be the ones targeted by the present reviewed syllabus.
- Each Unit has a Content area which indicates the scope of coverage of what a teacher should teach and students should learn in line with stated learning objectives.
- Each Unit suggests Learning Activities that are expected to engage learners in an interactive learning process as much as possible (learner-centred and participatory approach).
- Finally, each unit is linked to other subjects, its assessment criteria and the materials (or resources) that are

expected to be used in the teaching and learning process.

In all, the Religious Education Senior 1 level has got two Topic Areas namely:

- Spiritual and Moral Values.
- Liturgy and Sacraments.

As for units, they are a total of 4 units in Christian Religion and Ethics Senior 1.

1.3 Background information on the new curriculum

The goal to develop a competency-based society and the globalisation process and the growth of the world market and competition at the global level as well as a shift from knowledge-based to competency-based curriculum necessitated a comprehensive review of the national curriculum to address the required skills in the education system of Rwanda.

It is against this background that the syllabus at secondary level was reviewed to ensure that it is responsive to the needs of the learner.

The syllabus curriculum shifts from knowledge-based learning to competency-based learning.

Competency-based learning refers to systems of instruction, assessment, grading, and academic reporting. It is based on learners demonstrating that they have acquired and learned the prerequisite knowledge, skills and attitudes as they progress through their education. Apart from being integrative, the newly revised syllabus guides the

interaction between the teacher and the learner in the learning process. It further puts greater emphasis on skills a learner should acquire during each unit of learning. As a competency-based syllabus, it elaborates on the three aspects of knowledge, skills and attitudes in Religious Education.

1.4 Rationale of teaching and learning Religious Education

Religious Education and the society

Religious Education contributes to the well-being of society by promoting mutual respect and tolerance, promoting values such as faithfulness, generosity, honesty, peace, dignity, goodness, respect, responsibility, self-control, self-esteem and accountability that will help them to make to good decisions and sound judgment and permeate the rule of law. It helps citizens to be accountable and responsible for their actions reminding them of the existence of a transcendent being. It helps people to live in harmony, peace and values based on the fact they were all created by God.

Religious Education and the learner

Religious Education offers ground for finding meaningful life and it is the true path to righteousness. It helps learners to acquire knowledge, skills, attitudes, values and social competencies necessary for the development of Rwandan society.

Religious Education syllabus will contribute to moral and spiritual development of the young people.

This can be achieved by instilling necessary values such as faithfulness, generosity, honesty, goodness, respect, responsibility, self-control, self-esteem and accountability that will help them make good decisions and sound judgment about moral and life issues and develop all life skills. It also provides the opportunity to understand with depth and nuance many religious beliefs and rituals. Religious Education provokes learners.

1.5 Types of competences and their acquisition

There are two types of competencies addressed by the curriculum. These are basic competencies and generic competencies. The learning activities in each unit have been planned so that they contribute to the development of the cross-curricular **basic and generic competencies**.

a) Basic competences

Basic competencies are addressed in the stated broad subject competences and in objectives highlighted year on year basis and in each of units of learning. They include:

Literacy

Literacy skills will help the learners to:

- i) Read a variety of texts accurately and quickly.
- ii) Express ideas, messages and events through writing legible texts in good handwriting with correctly spelt words.

- iii) Communicate ideas effectively through speaking using correct phonetics of words.
- iv) Listen carefully for understanding and seeking clarification when necessary.

Numeracy

Numeracy skills will help learners to:

- i) Compute accurately using the four mathematical operations.
- ii) Manipulate numbers, mathematical symbols, quantities, shapes and figures to accomplish a task involving calculations, measurements and estimations.
- iii) Use numerical patterns and relationships to solve problems related to everyday activities like commercial context and financial management.
- iv) Interpret basic statistical data using tables, diagrams, charts and graphs.

ICT and digital competences

ICT and digital competencies will help learners to:

- i) Locate, extract, record and interpret information from various sources.
- ii) Assess, retrieve and exchange information via internet or cell phones.
- iii) Use cell phones and internet for leisure and for money transactions.
- iv) Use computer keyboard and mouse to write and store information.
- v) Use information and communication

technologies to enhance learning and teaching (all subjects).

Citizenship and national identity

Citizenship and national identity will help learners to:

- i) Relate the impact of historical events on past and present national and cultural identity.
- ii) Understand the historical and cultural roots of the Rwandan society and how the local infrastructure functions in relation to the global environment.
- iii) Demonstrate respect for cultural identities and expressing the role of the national language in social and cultural context.
- iv) Advocate for the historical, cultural and geographical heritage of the nation within the global dimension.
- v) Show national consciousness, a strong sense of belonging and patriotic spirit.
- vi) Advocate for a harmonious and cohesive society and work with people from diverse cultural backgrounds.

Entrepreneurship and business development

Entrepreneurship and business development will help learners to:

- i) Apply entrepreneurial attitudes and approaches to challenges and opportunities in school and in life.
- ii) Understand the obligations of the different parties involved in employment.

iii) Plan and manage micro projects and small and medium enterprises.

iv) Create employment and keep proper books of accounts.

v) Take risks in business ventures and in other initiatives.

vi) Evaluate resources needed for a business.

Science and technology

Science and technology will help learners to:

i) Apply science and technology skills to solve practical problems encountered in everyday life including efficient and effective performance of a given task.

ii) Develop a sense of curiosity, inquisitiveness and research to explain theories, hypotheses and natural phenomena

iii) Reason deductively and inductively in a logical way.

iv) Use and experiment with a range of objects and tools of science and technology and draw appropriate conclusions.

b) Generic competences

The generic competences are competences that must be emphasised and reflected in the learning process. They are briefly described below and teachers must ensure that learners are engaged in tasks that help them to acquire the competences.

Lifelong learning

Lifelong learning will help learners to:

- i) Take the initiative to update knowledge and skills with minimum external support.
- ii) Cope with the evolution of knowledge and technology advances for personal fulfilment.
- iii) Seek out acquaintances more knowledgeable in areas that need personal improvement and development.
- iv) Exploit all opportunities available to improve on knowledge and skills.

Critical thinking

Critical thinking will help learners to:

- i) Think reflectively, broadly and logically about challenges encountered in all situations.
- ii) Weigh up evidence and make appropriate decisions based on experience and relevant learning.
- iii) Think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion.
- iv) Explore and evaluate alternative explanations to those presented by others.

Creativity and innovation

Creativity and innovation will help learners to:

- i) Respond creatively to the variety of challenges encountered in life.

- ii) Use imagination beyond the knowledge that is provided in order to generate new ideas to enrich learning.
- iii) Take initiative to explore challenges and ideas in order to construct new concepts.
- iv) Generate original ideas and apply them in learning situations.
- v) Demonstrate resilience when faced with learning challenges.

Research and problem solving

Research and problem solving will help learners to:

- i) Be resourceful in finding answers to questions and solutions to problems.
- ii) Produce new knowledge based on research of existing information and concepts and sound judgment in developing viable solutions.
- iii) Explain phenomena based on findings from information gathered or provided.

Communication skills in language subjects and other subjects

Communication skills in language subjects and other subjects will help learners to:

- i) Communicate ideas and information confidently and effectively through speaking and writing and other forms of communication using correct language structures and relevant vocabulary in a range of social and cultural contexts.

- ii) Comprehend language through listening and reading.
- iii) Use oral and written language to discuss, argue and debate a variety of themes in a logical and appealing manner.
- iv) Communicate clearly and confidently using a range of linguistic, symbolic, representational and physical expression.
- v) Develop and communicate messages and speech appropriate to the target recipient or audience.

Cooperation

Cooperation will help learners to:

- i) Cooperate with others as a team in whatever task may be assigned.
- ii) Adapt to different situations including the world of work.
- iii) Demonstrate a sense of personal and social responsibility and making ethical decisions and judgments.
- iv) Practise respect for the rights, views and feelings of others.
- v) Practise positive ethical and moral attitudes with respect to socially acceptable behaviour.
- vi) Perform practical activities related to environmental conservation and protection.
- vii) Advocate for personal, family and community health, hygiene and nutrition.
- viii) Develop motor skills to perform

a variety of physical activities for fitness, health, leisure and social interaction.

Religious Education and developing competences

The national policy documents basing on the national aspiration identify some basic competencies and alongside generic competencies that will develop higher thinking skills which helps the learners to be virtuous and integral in society.

Those competencies are developed through learning activities that involve discussion, group work and presentation of information, role play, case studies, and other learning activities. The learner develops critical thinking, analytical skills, direct observation, communication interpersonal awareness, research and problem solving, intercultural literacy and cooperation which make them responsible citizens in this ever-changing global society. Learners argue and debate confidently about variety of themes in a logical and appealing manner.

Religious Education encourages learners to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of ultimate meaning of life. It challenges learners to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. It finally imparts various competencies related to analysis of ethical absolutism and ethical relativism caused by socio-economic and political changes.

1.6 Cross-cutting issues to be included during learning

These are emerging issues which need to be incorporated in the learning process. Each of the cross-cutting issues has its own important programme of learning reflecting key national priorities. This learning is integrated into the syllabuses of subjects across the curriculum rather than each issue having a dedicated timetable slot of its own. As a result of this integration, the learning activities in the units of subjects across the curriculum incorporate all the learning associated with the cross-cutting issues. The eight cross-cutting issues are:

a) Peace and Values Education

The need for Peace and Values Education in the curriculum is obvious. Peace is clearly critical for society to flourish and for every individual to focus on personal achievement and their contribution to the success of the nation. Values education forms a key element of the strategy for ensuring young people recognise the importance of contributing to society, working for peace and harmony and being committed to avoiding conflict.

b) Financial Education

Financial education makes a strong contribution to the wider aims of education. It makes learning relevant to real life situations. It aims at a comprehensive financial education program as a precondition for achieving financial inclusion target and improves the financial capability of Rwandans.

Financial education has a key role of not only improving knowledge of personal but also transforming this knowledge into action. It provides the tools for sound money management practices on earnings, spending, saving, borrowing and investing. Financial education enables people to take appropriate financial services both formal and informal that is available to them and encourages financial behaviours that enhance their overall economic well-being.

c) Standardisation Culture

Standardisation culture develops learners' understanding of the importance of standards as a pillar of economic development and in the practices, activities and lifestyle of the citizens. It is intended that the adoption of standardisation culture should have an impact upon health improvement, economic growth, industrialisation, trade and general welfare of the people. While education is the foundation and strength of our nation, standards are one of the key pillars of sustainable economic development.

d) Genocide Studies

Genocide Studies provides people with an understanding of the circumstances leading to the genocide and the remarkable story of recovery and re-establishing national unity. Genocide Studies helps learners to comprehend the role of every individual in ensuring nothing of the sort ever happens again. The intent of a cross-cutting curriculum

around the topic of genocide is to fight against genocide, genocide denial, and genocide ideology; and to equip learners with a more fundamental and comprehensive understanding of the genocide, thereby preventing further human rights violations in the future and enabling Rwanda's population of young people to more competently and thoughtfully enter the workforce. So, it needs to be emphasised.

e) Environment and Sustainability

The growing awareness of the impact of the human race on the environment has led to recognition of the need to ensure our young people understand the importance of sustainability as they grow up and become responsible for the world around them.

Hence Environment and Sustainability is a very important cross-cutting issue.

Learners need basic knowledge from the natural sciences, social sciences and humanities to understand and interpret principles of sustainability. They also need skills and attitudes that will enable them in their everyday life to address the environment and climate change issue and to have a sustainable livelihood.

f) Gender Education

There is a strong moral imperative to afford every individual their basic human rights and gender inequality results in women and girls being treated less favourably than men. A strongly negative impact of unequal treatment, which affects the nation as a whole, is the fact

that it results in women being held back and their talents and abilities not being fully realised.

With a good understanding of the principles of Gender Equality, it is intended that future generations will ensure that the potential of the whole population is realised.

g) Comprehensive sexuality education (HIV and AIDS, STIs, Family planning, Gender equality and Reproductive health)

Comprehensive sexuality education, which is age appropriate, gender sensitive and life skills based can provide young people with the knowledge and skills to make informed decisions about their sexuality and life style.

Preparing children and young people for the transition to adulthood has been one of humanity's greatest challenges with human sexuality and relationships at its core. Few young people receive adequate preparations for their sexual lives.

This leaves them potentially vulnerable to coercion, abuse and exploitation, unintended pregnancies and sexually transmitted infections (STIs) including HIV and AIDS. Many young people approach adulthood faced with conflicting and confusing messages about sexuality and gender.

This is often exacerbated by embarrassment, silence, disapproval and lack of open discussion of sexual matters by adults (parents, teachers) at the very time when it is most needed.

Comprehensive sexuality education supports a rights-based approach in which values such as respect, acceptance tolerance, equality, empathy and reciprocity are inextricably linked to universally agreed human rights. A clear message concerning these dangers and how they can be avoided, from right across the curriculum, is the best way to ensure that young people understand the risks and know how to stay healthy.

h) Inclusive Education

Inclusive education involves ensuring all learners are engaged in education and that they are welcomed by other learners so that everyone can achieve their potential. Inclusive practice embraces every individual regardless of gender or ability including those with learning difficulties and disabilities. The focus of inclusive curriculum is on ensuring participation in education of learners with different learning styles and other difficulties. To be successful, it entails a range of issues including teacher's positive attitudes, adapting the learning resources, differentiation of teaching and learning methods and working together. Overall, the benefits of an inclusive curriculum extend to all learners.

1.7 Special needs education and inclusivity

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs.

The possibility of this assumption is the focus of special needs education. The critical issue is that we have persons/learners who are totally different in their ways of living and learning from the majority. The difference can either be emotional, physical, sensory and intellectual learning challenges traditionally known as mental retardation.

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream schools. Therefore, the schools' role is to enrol them and also set strategies to provide relevant education to them. The teacher therefore is requested to consider each learner's needs during teaching and learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Also, ensure that you include learners with special educational needs in classroom activities as much as possible.

The special needs children can fall in any of the following common categories:

- *Physical difficulties*
- *Visual difficulties*
- *Hearing difficulties*
- *Mental difficulties*
- *Genocide traumatised learners*

The teacher should identify such cases and help facilitate the affected learners learning. For example, learners with visual and hearing difficulties should sit near the teacher's table for easy supervision and assistance. The following are some suggestions on how to support special needs children in your class.

(a) Learners with physical difficulties

In this group of learners, the affected areas are normally some body parts, especially the limbs. There may be partial or total loss of use of the limbs. In case the legs are affected, the learners will need assistance during activities that involve movement. This could be during a nature walk and other activities that learners have to stand for some reason. The teacher should organise for the learner's ease of movement around. The learner should also be given time to catch up with the others.

In case the hands are affected, the learners should be given more time to finish their work. In both cases, the learners should not be pressurised to do things that can cause injury or ridicule.

(b) Learners with visual difficulties

These learners normally have problems with their eyesight. They should sit in a position where they are able to see the chalkboard without straining.

Note: The learner could be longsighted or shortsighted.

The material to be observed should be brought closer to the learner and a magnifying lens used where necessary. The teacher should use large diagrams, charts and labels. In some cases, the learners can be allowed to touch and feel whatever they are looking at. Other learners can assist by reading aloud. The lighting system in the classroom can also be improved.

The teacher should read aloud most of the things he or she writes on the chalkboard.

(c) Learners with hearing difficulties

The affected part in this case is the ear. The learner should have hearing aids. The teacher should use as many visual aids as possible. They should also project their voice and always talk while facing the learners. Use of gestures and signs while talking helps the learner figure out what the teacher is saying as well.

(d) Learners with speech difficulties

A common example in a normal class is the stammerer. They always speak with a lot of difficulties. The teacher should be patient with them and encourage such learners to express themselves in their own way. Such learners should be given more written exercises.

(e) Learners with mental difficulties

The teacher should try to identify the nature and level of the mental difficulty. Learners with mental difficulties should then be given special assistance and attention at an individual level.

They can be given special tests or assessments. In general, all the learners with difficulties should be reinforced promptly. This encourages and motivates them. The teacher and the rest of the class should never ridicule learners with any of the difficulties. Note that generally, people with any kind of disability can be very sensitive to any kind of negative comments or criticism.

Remind them that:

‘Disability is not inability’.

The teacher should avoid giving privileges where the learners do not deserve them. Treat them fairly but not with undue favours. In extreme cases it can be recommended for the learners to join a special school.

(f) Genocide traumatised learners

Studies have shown that learners from families that were affected by genocide

suffer post-traumatic stress disorder (PTSD). As such, they need to be treated as a special case. As a teacher, you need to be careful when dealing with such learners. Also, the teacher needs to be in control especially when the topic under discussion touches on genocide issues. Any language that may elicit emotional reactions from learners either by fellow learners or by the teacher him or herself should be avoided.

Section II

2.0 Pedagogical approaches

In the Ordinary level Religious Education competence based syllabus, for both Christian and Islamic Religion and Ethics, the participatory methods of instruction are envisaged.

The participatory and interactive methods that engage learners both in groups and as individuals are used in the learning process. This ensures that learning is active, participative and engaging rather than passive, and that it is personalised, addressing learners' individual needs and expectations.

In the teaching and learning process, the teacher will respect pedagogical principles; the teacher will start from simple to complex, easier to difficult and from concrete to abstracting order to help learner's understand the spiritual matters and the doctrinal teachings.

The teacher will start from a human experience more specially learner's experience, from the context of Holy Scriptures or religious traditions and doctrines and show the conduct and attitude to be adopted by the student.

2.1 Teacher's role in learning and teaching

The shift from knowledge based to competence based curriculum is about transforming learning to ensure that it is deeply enjoyable and focuses on forming habits and morals. As a teacher, you ought to shift from traditional methods of

teaching to being a facilitator and a guide to learners.

The teacher therefore, one of the most important resources in the classroom. The teacher's role is central to the successful implementation of the learning programme in the school. The role of the teacher will remain critical. However, instead of being the **“sage on the stage”**; the teacher will rather be **“the guide on the side”** who acts as facilitator in a variety of ways which include:

- Encouraging and accepting learner autonomy and initiative.
- Using cognitive terminology such as classify, analyse, predict, and create when framing tasks.
- Allowing learner responses to drive lessons, shift instructional strategies and alter content.
- Familiarising themselves with learners' understanding of concepts before sharing their own understanding of those concepts.
- Encouraging learners to engage in dialogue, both with the teacher and among the learners.
- Engaging learners in experiences that pose contradictions to their initial thinking and then encouraging discussion.
- Providing time for learners to construct relationships and create metaphors

- Nurturing learners' natural curiosity.
- Organising the classroom to create a suitable learning environment.
- Preparing appropriate materials for learning activities.
- Motivating learners to make them ready for learning.
- Co ordinate learners' activities so that the desired objectives can be achieved.
- Assessing learners' activities and suggest solutions to their problems.
- Assist learners to consolidate their activities by summarising the key points learnt.

From time to time, the teacher should interact with the learners individually or in groups to diagnose their weaknesses and frustrations, appraise their efforts, imagination and excitement. This will assist and guide them in the task of learning. The teacher must make an effort to teach learners how to team up but still have each learner directly involved in working with materials, consulting with the teacher and with fellow learners. Remember that whatever you do during the class, the interests of the learner remain paramount! Therefore the teacher should allow and encourage the learners to:

- Explore their local environment.
- Ask questions about things and events.
- Make observations.
- Perform simple investigations and experiments to seek answers to their questions.

- Talk to each other and to the other learners about their experiences, interests, problems, successes and even frustrations.
- Play and make models of things that interest them.

Teachers should teach learners how to use the Holy Scriptures, holy images and other religious education materials for understanding and for spiritual purposes. The teacher must select and provide adequate materials to the learners to use in their work.

There is no doubt that religious education and social sciences knowledge is increasing at such a rapid rate that it is impossible for any teacher to teach, or any child to learn, all the information available on any particular topic, within the time allocated.

As an alternative, we should take on a strategy that is practical and time-saving. It involves equipping the learners with skills, which they can use to find out information, and solutions to problems in Religious Education and in their daily lives.

We therefore advocate the teaching of Religious Education as a process, combined with providing Religious Education facts, which are appropriate in content to the age and stage of mental

development of learners under your charge. The social skills which the teacher must endeavour to introduce and promote in his or her learners include:

Observing, recording, predicting, recognising patterns and relationships, making conclusions and communicating.

These skills, used in conjunction with the introduction of basic Religious Education facts will form a firm foundation which learners can build more as they learn both inside and outside of school.

Education at school is about children learning. The process of organising students learning so as to achieve the aims and objectives of the curriculum involves bringing together the needs and characteristics of the learners. To do this, the skills, knowledge and experience of the teacher are all required within a given situation.

Phenomenological approach to teaching Religious education should be used. This means not teach a particular religion but helping learners to understand the nature of particular beliefs in a wide range of beliefs. They should understand not only religious facts but also concepts related to worship, places of worship, symbols, rituals, Holy texts, moral and religious values, historical background, nature of man, nature of society and divine nature.

2.2 The role of the learner

In religious education competency based curriculum the learners are supposed to follow the instructions of the teacher. They should use properly their opportunity to debate, discuss, present and analyse case studies related to the values, moral principles and doctrines.

The activities of the learner are clearly indicated against each learning unit and they all reflect appropriate engagement of the learner in the learning process. The teaching-learning process will be tailored towards creating a learner friendly environment based on their capabilities, needs and interests. The learning activities will be organised in a way that encourages learners to construct the knowledge either individually or in groups in an active way. Learners' are to work on one competence at a time in form of concrete units with specific learning outcomes broken down into knowledge, skills and attitudes.

2.3 Teaching resources

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

- The classroom
- Textbooks
- Wall charts and wall maps
- Resource persons
- Social facilities such as churches, health centres, other learning institutions and community organisations.

a) Classroom as a learning environment

Classroom generally refers to the place where learning takes place. Students learn from everything that happens around them, such as the things that they hear, see, touch, taste, smell and play with.

It is therefore important for the teacher

to make his or her classroom attractive and stimulating. This can be done by:

- Carefully arranging the furniture and desks
- Putting up learning and teaching aids on the walls. Examples are wall charts or pictures or photographs.
- Providing objects for play for example toys.
- Having a display corner in the classroom where learners display their work.
- Securing a storage area.

The materials in the classroom should get the students thinking and asking questions about what is around them and encourage them to do worthwhile activities.

Classroom organisation

A well organised classroom is an asset to good Religious Education teaching but there is no one correct style to suit all classrooms and situations. However, the teacher should consider the following factors when organising the classroom:

- (a) Furniture should be well arranged so as to allow free movement of learners and the teacher.
- (b) Set a corner for storing materials so as not to obstruct learners or distract them.
- (c) The number of learners in the class and their ages.
- (d) Learners should be reasonably spread out so that they do not interfere with one another's activities.

(e) The series of lessons or activities going on for a number of days or weeks such as individual or group work or whole class.

(f) The classroom itself, that is, positions of windows, doors such that learners face the lighted areas of the room.

(g) Personal preferences. But these should be in the interest of the learners especially where you normally stand, you should be able to communicate with all learners, and also have a general view of all learners in the class.

Grouping learners for learning

Most of the Religious Education activities are carried out in groups and therefore the teacher should place 2 or 3 desks against each other and then have a group of learners sitting around those desks.

In certain activities, the teacher may wish to carry out a demonstration. In this case, the learners should be sitting or standing in a semi circle, or arranged around an empty shape of letter "U" such that each learner can see what the teacher is doing clearly and without obstruction or pushing. If the learners are involved in individual work, each learner can work on the floor or on the desk or a portion of the desk if they are sharing. In this case, they need not face each other.

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:

- i) Similar ability grouping
- ii) Mixed ability grouping
- iii) Similar interests grouping
- iv) Needs grouping
- v) Friendship grouping
- vi) Sex grouping

In Religious Education, groupings that are common include similar ability grouping, mixed ability grouping and sex grouping. Grouping learners has several advantages such as:

- i) The individual learner progress and needs can easily be observed.
- ii) The teacher learner relationship is enhanced.
- iii) A teacher can easily attend to the needs and problems of a small group.
- iv) Materials that were inadequate for individual work can now easily be shared.
- v) Learners can learn from one another.
- vi) Cooperation among learners can easily be developed.
- vii) 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.
- viii) Learners' creativity, responsibility and leadership skills can easily be developed.
- ix) Learners can work at their own pace.

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

- (a) The topic or task to be tackled.
- (b) The materials available.
- (c) Ability of 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 use 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 sub topic at hand.

Safety in the classroom

Learners in secondary school are active and curious. As such, they are inclined to getting harmed and injured. They should therefore be constantly protected from sources of injury and harm. The teacher is therefore advised to take strict safety precautions whenever learners are in class or outside the classroom.

Remember, according to Rwanda laws, the teacher is responsible for the safety

of the learners during the period he or she is handling them.

(b) Materials

For learners to study Religious Education through the activity method, a number of materials are required. The important role played by materials in learning has been felt for centuries.

This is noted for instance in the old Chinese proverb that says:

- *What I hear I forget*
- *When I see I remember*
- *When I do I understand*

Since Religious Education is largely a humanities subject, materials greatly help the teacher to convey his or her points, information or develop skills, simply and clearly and to achieve desired results much faster.

Most of the materials that a teacher requires for Religious Education activities can be collected from the local environment.

Many others can be improvised while some will have to be purchased. Whether collected, improvised or purchased, there are certain materials that are valuable to have around almost all the time. The teacher should organise a place within the school for the proper storage of these materials.

Encourage learners to collect and bring as many materials to the school as they can. This will continuously replenish your materials collection.

Improvisation

If each learner is to have a chance of experimenting, cheap resources must be made available. Expensive, complicated materials may not always be available in most schools. Such materials made by commercial manufacturers are usually expensive and majority of schools cannot afford them. The teacher is therefore advised to improvise using locally available materials as much as possible.

Timing of topics and the local weather pattern

Certain topics are best studied during particular times of the year. For instance, Advent to Christmas is studied well, towards the end of the year. Nature walks and visits are best done when the weather is sunny and dry. The teacher should therefore think ahead while making the scheme of work so that the prevailing times are considered. However, a good scheme of work should be sufficiently flexible to cope with unexpected situations and can be altered or modified to suit certain circumstances.

c) Resource persons

A resource person refers to anybody with better knowledge on a given topic area. Examples include pastors, priests, old men and old women. Depending on the topic under discussion, the teacher can organise to invite a resource person in that area to talk to learners about the topic. The learners should be encouraged to ask as many questions as possible to help clarify areas where they have problems.

2.4 Teaching methods

There is a variety of possible ways in which a teacher can help the students to learn. These include:

- (a) Direct exposition
- (b) Guided discovery or an activity
- (c) Group, class or pair discussion
- (d) Project method
- (e) Educational visits or field trips or nature walks
- (f) Teacher demonstration

The particular technique that a teacher may choose to use is influenced by several factors such as:

- The particular group of learners in the class
- The skills, attitudes and knowledge to be learned
- Learning and teaching aids available
- The local environment
- The teacher's personal preference
- The requirements of the Religious education syllabus

(a) Direct exposition

This is the traditional way of teaching whereby the teacher explains something while the learners listen. After the teacher has finished, the learners may ask questions. However, remember that in competence-based curriculum, this technique should be used very minimally.

(b) Guided discovery or an Activity

In this technique, the teacher encourages learners to find out answers to problems

by themselves. The teacher does this by:

- Giving learners specific tasks to do
- Giving learners materials to work with
- Asking structured or guided questions that lead learners to the desired outcome

Sometimes learners are given a problem to solve and then left to work in an open-ended manner until they find out for themselves.

With the introduction of the new curriculum, this is the preferred method of teaching.

(c) Group or class discussion or pair work

In this technique, the teacher and learners interact through question and answer sessions most of the time.

The teacher carefully selects his questions so that learners are prompted to think and express their ideas freely, but along a desired line of thought.

Discussion method should take learners from known to unknown and works well with small groups of learners.

The disadvantage of this method is that some learners maybe shy or afraid to air their opinions freely in front of the teacher or their peers. This may give them more confident learners a chance to dominate the others.

However, the method should be embraced as it intends to eliminate the lack of confidence in learners.

Further, it is hoped that it will help improve interpersonal and communication skills in learners.

(d) Project method

In this approach, the teacher organises and guides a group of learners or the whole class to undertake a comprehensive study of something in real life over a period of time such as a week or several weeks.

Learners using the project method of studying encounter real life problems which cannot be realistically brought into a normal classroom situation. A project captures learners' enthusiasm, stimulates their initiative and encourages independent enquiry.

The teacher, using the project method, must ensure that the learners understand the problem to be solved and then provides them with the necessary materials and guidance to enable them carry out the study.

You can use the project method for topics, which cannot be adequately studied during the normal time-tabled school lessons.

Disadvantages

If a project is not closely supervised, learners easily get distracted and therefore lose track of the main objective of their study. Studying by the project method does not work well with learners who have little or no initiative.

(e) Educational visits and trips or nature walks

This is a lesson conducted outside the school compound during which a teacher and the learners visit a place relevant to their topic of study. An educational visit/nature walk enables learners to view their

surroundings with a broader outlook that cannot be acquired in a classroom setting. It also allows them to learn practically through first-hand experience.

In all “educational visit/nature walk lessons”, learners are likely to be highly motivated and the teacher should exploit this in ensuring effective learning. However, educational visits are time consuming and require a lot of prior preparation for them to succeed. They can also be expensive to undertake especially when learners have to travel far from the school.

(f) Teacher demonstration

In a demonstration, the teacher shows the learners an activity or a procedure to be followed when investigating or explaining a particular problem. The learners gather around the teacher where each learner can observe what the teacher is doing. It is necessary to involve the learners in a demonstration, for example by:

- Asking a few learners to assist you in planning for an activity
- Requesting them to make observations in an activity
- Asking them questions as you progress with the demonstration

This will help to prevent the demonstration from becoming too teacher-centred.

When is a demonstration necessary?

A teacher may have to use a demonstration, for example when:

- The experiment/procedure is too advanced for learners to perform.

- The experiment/ procedure is dangerous
- The apparatus and materials involved are delicate for learners to handle.
- Apparatus and equipment are too few.

2.5 Planning to teach

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

a) Schemes of work

A scheme of work is a collection of related topics and sub topics drawn from the syllabus and organised into lessons week by week for every term. It is also a forecast or plan that shows details under these subheadings:

- Week
- Key unit competency
- Lesson
- Learning objectives
- Learning resources and reference materials
- Teaching methods and techniques
- Observations or self-evaluation
- Comments from school director (DOS)

In addition, the schemes of work show the day when a specific lesson will be taught and how long it is intended to take.

Week - refers to the week in the term such as 1, 2 and 3.

Key unit competency - Gives the competency learners are expected to achieve at the end of the unit.

Lesson- refers to the lesson being

taught in that week such as lesson 1,2,3 and 4. This shows which lesson is single and which one is a double lesson.

Date - the day when the lesson will be taught.

Sub-topic - a subset of the topic which is a smaller component of the unit e.g. under the Topic Area, Spiritual and Moral Values, one could have 'Spiritual Growth' as a Sub-Topic.

Objective - what learners are expected to achieve at the end of the lesson.

Learning resources - any materials that will be used by the students and the teacher for learning and teaching.

References - books or other materials that will be consulted or used in the teaching process. Books that students will use should also be shown here indicating the actual pages.

Observations or self-evaluation - this should be a brief report on the progress of the lesson planned in the scheme of work. Such reports could include: 'taught as planned'. 'Not taught due to abrupt visit by Country Director of Education.' 'Children did not follow the lesson, it will be repeated on... (Specific date).

Comments from director of school –space left for comments by the school director.

Below is a sample scheme of work for your familiarisation.

SAMPLE SCHEME OF WORK

Scheme of work template

Academic year: 2016

Term: 1.....

School: RIVIERA HIGH

SCHOOL

Subject: CHRISTIAN RELIGIOUS EDUCATION

Teacher's name: Mr Gasore

Class + Combination: ...S1 (O'level).....

Dates & number of lessons (periods) in a week.	Key Unit Competencies.	Learning objectives.	Content (Topic areas, Sub-topic areas, Unit titles or Lesson titles).	Resources and References.	Teaching methods techniques	Observations (including proposed dates of Test / evaluation).
Consider the timetable and eventual holidays.	Key Unit Competencies to be read from the National Curriculum. It should not be directly copied from the curriculum, but adapted from the curriculum –one objective in each category. (1) Knowledge and understanding. (2) Skills (3) Attitudes and values.	Within a week, what are the objectives you want learners to achieve?	Titles of the content to be read from the National Curriculum.	The teacher should mention approved textbooks (by REB) other reference books to be used when planning the lesson.	Outline major methods to be used in different lessons.	To be filled every Friday by the teacher Summative Evaluation (at least 1 test after a unit). Formative evaluation should be done every day.
		Topic Area 1: Sub-Topic Area 1. Unit 1:				
			Unit 1: Unit 2:			
Comments from School Director / DoS						

b) Lesson plan

A lesson plan is a detailed outline of how the teacher intends to carry out a specific lesson.

Important sub-headings of a Lesson Plan

1. Administrative details

Date..... Subject..... Class.....
Time..... Roll.....

2. Topic area

Broad area studied, taken from the syllabus.

3. Sub-topic area

A section of the topic, from which a lesson will be taught.

4. Key unit competency

This is/are the competency(s) that the learner is expected to achieve at the end of the unit.

5. Learning Objectives

These represent what the teacher anticipates learners to achieve by the end of the lesson. Objectives should be clear and specific. They should also be stated in behavioural terms that is, in a way that the outcome can be seen, displayed or measured. In Religious Education, one should distinguish between knowledge, skill and attitude objectives.

6. Learning/teaching resources

Any materials used by learners and the teacher during the lesson.

7. References

Any resources consulted or used by the teacher to prepare the lesson as

well as any books that the learners will use during the lesson.

8. Introduction

This is the start of the lesson. The teacher should motivate the students by creating learning situations that interest them e.g. posing a problem, telling an amusing but relevant story or episode, showing an object or picture that arouse their interest. The introduction should link what the learners have already learnt with what they are going to learn.

9. Presentation/lesson development

This should mainly include the activities that learners and the teacher will perform in order to achieve the stated objectives; as well as the questions that learners will answer as they do the various activities.

It is convenient to distinguish between the students and teacher's activities under two columns.

10. Summary/ conclusion: (Consolidation)

This is the step in which the lesson activities are tied up or consolidated to emphasise the main points, summarise the lessons or make conclusions. The summary should correspond to the objectives stated for that lesson.

11. Comments/self-evaluation:

Teacher should write remarks on whether the objectives were achieved or not and what he or she intends to do to improve on the weak points noted during the lesson.

Template of a Competency – based Lesson Plan

School Name: Maranyundo High School

Teacher's name: Mukamutara F.

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
1	7/01/2016	Religious Education	Senior 1	1	3 of 15	40 minutes	35
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				2 learners with low vision 1 learner physically challenged			
Topic Area		Spiritual and moral values					
Sub-Topic Area		Spiritual growth					
Unit title		The Commandments of God					
Key Unit Competency:		To be able to justify the importance of commandments in the daily life.					
Title of the lesson		The Decalogue (The Ten Commandments)					
Instructional Objective		Through discussions and reading out the rules of class, school and country, the learner will be able to explain what a law or rule is. Later through reading the text from the Bible (Exodus 20), the learner will be able to write down the Ten Commandments.					
Knowledge and understanding		Identify some of the rules of class, school and country.					
Skills		Using examples from the Bible, discuss effectively the Ten Commandments.					
Attitudes and Values		Using examples of the Bible, discuss how to use the Ten Commandments in the daily life.					
Plan for this Class		In the classroom.					
Learning Materials		Learner's Book, Bible, films showing the Ten Commandments, class rules, school rules, constitution.					
References		The Holy Bible (Exodus 20), Mukama K. et al - CRE Senior 1 Student's Book pages 3-10, constitution.					

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction (5 minutes)	Introduce learners into the lesson by giving them copies of the class and school rules. Conduct a dialogue that introduces learners to the new lesson (Question-answer).	Sing the national anthem. Recite the class and school rules. Respond to the questions about people who disobeyed God (from the Bible).	Listening skills, Communication and cooperation skills
Development of the lesson (25 minutes)	Present the Biblical lessons and invite learners to read the passage from the Bible: Exodus 20. Form groups, assign tasks and distribute materials to learners. Invite them to expound on the rules.	Read and follow carefully the passage from the Bible. Observe, analyse and interpret the rules. Each group reads the Holy Bible (Exodus 20) and attempts Activity 1.2 in the Learner's Book. Each group reports on the given papers their results after carrying out Activity 1.2.	Communication and cooperation. Do good and avoid evil, Comprehensive sexuality education.

	<p>Facilitate the learners' presentations. Expound on their opinions from different groups.</p>	<p>Present the results from each group and thereafter, the class comments and exchanges their opinions:</p> <ul style="list-style-type: none"> - You shall have no other god but Me. - You shall not make yourselves images of anything that is in heaven or on earth or in the water under the earth. - You shall not take the name of the Lord your God in vain. - Observe the Sabbath and keep it holy. - Respect your father and your mother - You shall not kill. - You shall not commit adultery. - You shall not steal. - Do not accuse anyone falsely. - You shall not desire another man's house; you shall not desire his wife, his slaves, cattle, donkeys, or anything else that he owns. 	
<p>Conclusion: -Summary (5 minutes) -Assessment (5 minutes)</p>	<p>Summary: Invite learners to synthesise the whole lesson Assessment: Ask them open questions about rules and their effects. Ask them closed questions: choose the postcard and read the content on it. Express what to follow (rules) and what to avoid (punishment).</p>	<p>Identify the Ten Commandments. Explain the Ten Commandments. Suggest ways of obeying the Ten Commandments in our society. Respond orally to the open questions. Pick one postcard from others on the floor then announce your decision, (It is a rule, I follow. Or it is not a rule, I don't follow). What would you do to follow the Ten Commandments?</p>	<ul style="list-style-type: none"> • Communication, • Cooperation • Problem solving
<p>Teacher self-evaluation</p>	<p>Learner identified the class and school rules. Learner read out the Ten Commandments. Learner suggested how to follow the Ten Commandments in daily life. Lesson well taught.</p>		

This Teacher's Guide has been written to help you guide students to learn Christian in the most enjoyable and captivating manner. You are reminded to always arouse the curiosity of learners as you teach. Some things that you may do before you go for a lesson include:

- Go through the expected learning outcomes – this should help guide the manner of teaching.
- Read through the unit for the lesson in advance to get an overview of the content required.
- Form a mental picture of the teaching situation and the ways in which you

will interact with learners when dealing with the suggested activities.

- Collect the materials that will be needed during the lesson in advance.
- In some cases, try to figure out the suggested activities in advance to avoid embarrassments like – that the material are not available during the lesson.

Remember: The suggested teaching activities in this book are just a guide. You may not need to follow them to the letter! Feel free to incorporate other innovative teaching methods that will help in delivering the intended content optimally.

Section III

Assessment and Evaluation methods

Assessment is the process of evaluating the teaching and learning processes. It is done through collecting and interpreting evidence of individual learner progress in learning. It also involves making judgment about learner's achievements measured against defined standards. Assessment is an integral part of the teaching and learning processes. In the new competence-based curriculum assessment must also be competence-based; whereby a learner is given a complex situation related to his or her everyday life and asked to try to overcome the situation by applying what he or she learned.

3.1 Types of assessment

The two types of assessment that will be employed in the new curriculum is **formative** and **summative** assessment.

a) Formative and continuous assessment (assessment for learning)

Formative or continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behaviour changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the

learners have mastered the stated key unit competencies basing on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject matter and the generic competencies described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following:

- Observation to judge the extend of skills acquisition
- Written tests
- Oral questions
- Project work
- Attitude change – this can be done by asking probing questions and checking body language as learners respond to the questions.

(i) Written tests

Under this, learners are given questions or tasks and are required to respond in writing. Examples of written tests are: short answer type questions, structured type questions, filling blanks, multiple choice questions, true-false questions and matching items.

(ii) Practical work or Activity

In this category, learners are required to perform a task or solve a problem practically. The teacher then assesses the finished work by looking at the materials used, procedures followed, whether it

works or not or whether it is finished. He or she then awards marks accordingly.

(iii) Observation

This involves the teacher observing learners as they perform a practical task to assess acquisition of skills and attitude change. The teacher checks ability of the learner to measure, classify, communicate findings, etc. He or she also assesses the learner curiosity, patience, teamwork and co-operation spirit among others.

(iv) Oral questions or interviews

Asking learner's questions which require a verbal response such as naming parts of human body, a system or short explanations of a process such as digestion can also be used to assess a learner's level of competence.

(v) Drawing

This involves asking learners to draw something they have observed or learnt about. They can also collect data and draw graphs and interpret the graph and give conclusions. This helps to assess their skill in communication through recording.

(vi) Project work

In a project, learners undertake a comprehensive study of something in real life over a period of time such as several weeks or even months after which they present a report. In project work, let learners begin from planning stage (come up with a schedule of events), execute the plan, analyse the results and look back (reflect on the challenges encountered during the project and come up with solutions to those challenges (problem-solving skills).

A teacher can use one or several of these assessment methods depending on the subtopic being studied or the purpose for which assessment is required.

When should the teacher assess learning progress?

The teacher should decide whether to assess learners at the end of the lesson or at any other appropriate time when enough content has been covered. The general criteria to be used to gauge learner achievement in the various generic competency areas are given in the table below.

Name of Learner	COMM	I & C	CT	RS	LL	PS	C&I
A	Red	Blue	Yellow	Blue	Red	Green	Yellow
B	Yellow	Red	Blue	Yellow	Blue	Red	Blue
C	Green	Blue	Red	Yellow	Blue	Red	Yellow
D	Yellow	Green	Yellow	Red	Yellow	Yellow	Green
E	Red	Blue	Yellow	Blue	Yellow	Red	Blue
F	Blue	Yellow	Red	Yellow	Blue	Green	Red
G	Yellow	Green	Blue	Yellow	Red	Blue	Green

KEY: Red – Poor
Green – Good
operation
Yellow – Excellent
Blue – Average

COMM – Communication in English
I and C – Interpersonal skills and Co-
operation
CT – Critical Thinking
RS – Research Skills
LL – Lifelong skills
PS – Problems solving skills
C and I – Creativity and Innovation

Allocate marks for each colour and calculate the marks that the learner has attained. Grade the learners based on how they have scored here and in the various tests given to assess skills acquisition and attitude change.

**b) Summative assessment
(assessment of learning)**

When assessment is used to record a judgment of a competency or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner competency or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of learners, for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a learner must be able to show mastery of all competencies.

It can be internal school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grade will contribute a certain percentage

as teachers gain more experience and confidence in assessment techniques and in the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiative to organise a common test per class for all the schools to evaluate the performance and the achievement level of learners in individual schools. External summative assessment will be done at the end of S3.

Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be elaborated to show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question. In a competency based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competency based assessment by doing the following:

- i) Identify topic areas to be tested on from the subject syllabus.
- ii) Outline subject matter content to be considered as the basis for the test.

- iii) Identify learning outcomes to be measured by the test.
- iv) Prepare a table of specifications.
- v) Ensure that the verbs used in the formulation of questions do not require memorisation or recall answers only but testing broad competencies as stated in the syllabus.

Structure and format of the examination:

There will be two papers in Religious education at the end of secondary education. The first paper will examine the knowledge and understanding of religious doctrines and Holy Scriptures. This paper will be intended to examine the students' accuracy and adequacy of religious information, the depth of religious knowledge appropriate to the examined level as well as the evidence research and reflection of the learners on religious information and data.

The second paper will concentrate on the moral, religious and social teaching of religious doctrines. This will prove the learners understanding of practical faith and interdependence of religion and social life in human experience. It will also portray the learner's ability to argue confidently on morally challenging issues that affect the world globally and his society in particular. The National examination will be taken at the end of senior three for those schools who will have chosen religious education among the elective courses and at secondary

education for combinations for which religious education is a major course. Each paper will be done in 3 full hours.

3.2 Record Keeping

This is gathering facts and evidence from assessment instruments and using them to judge the learner's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully recorded and stored in a portfolio because they will contribute for remedial actions, for alternative instructional strategy and feed back to the learner and to the parents to check the learning progress and to advice accordingly or to the final assessment of the learners.

This portfolio is a folder (or binder or even a digital collection) containing the learner's work as well as the learner's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over time as part of learner learning. The portfolio output (formative assessment) will be considered only as enough for three years of Advanced level. Besides, it will serve as a verification tool for each learner that he/she attended the whole learning before he/she undergoes the summative assessment for the subject. The results from the portfolio will contribute 50% on summative assessment of each year.

3.3 Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learners' progress with parents. A single mark is not sufficient to convey the different

expectations of learning, which are in the learning objectives. The most helpful reporting is to share what learners are doing well and where they need to improve.

TOPIC AREA : SPIRITUAL AND MORAL VALUES

SUB TOPIC AREA: SPIRITUAL GROWTH

Unit 1: The Ten Commandments

Key unit competence:

To be able to justify the importance of commandments in the daily life.

Content map

	Unit 1: The Ten Commandments.
Number of lessons	15.
Introduction	Students are already familiar with the story of Moses and the Ten Commandments. Begin the lesson by asking them a few questions about Moses and the Ten Commandments. Share their answers with them. Remind them of the points they learned through brainstorming and discussion. Use the knowledge they already have as foundation in this section.
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	Discuss about the Decalogue's nature by reading Exodus 20. Make a presentation about the importance of laws in general. Compare the Decalogue and other laws.
Competencies practised	Gender education and comprehensive sexuality education.
Language	Discussion in groups.
Vocabulary acquisition	Decalogue.
Materials	The Bible, Religious education books.
Study skills	Differentiate the categories of God's commandments. Explain the role of the Decalogue in the Israelites life.
Revision	Tasks provided after each area discussed.
Assessment	Ability to justify the importance of commandments in the daily life.
Learning outcomes	Know the meaning of the Decalogue. Know the different categories or types of commandments.

PART II: Units Section

Unit 1

The Ten Commandments of God

Number of lessons (15)

Refer to Learner's Book Pages 2-17

Introduction

In this Unit the following sections will be taught:

1. The Sinai event (the story of Moses receiving the Ten Commandments).
2. The Decalogue of Moses.
3. Categories or types of the commandments of God.
4. Importance of the Decalogue for the Israelites.
5. Importance of the Decalogue to Christians.
6. Importance of rules and regulations in the society.

Key unit competence

By the end of this sub topic, the learner should be able to justify the importance of the Ten Commandments in the daily life.

Knowledge, skills, attitudes and values to be developed

As you teach this unit you should ensure that learners acquire the following skills, values and attitudes.

Knowledge	Skills	Attitudes and values.
Identify the Ten Commandments of God	Differentiate the categories of God's commandments.	Appreciate God's commandments in everyday life.
State the categories of the Ten Commandments.	Explain the role of the Decalogue in the Israelites life.	Show positive attitude of respecting norms and laws in the society
Outline the importance of the Ten Commandments in the society.		Provide good advice to others concerning being good and doing good in everyday life.

Additional information for the teacher

This unit discusses the Ten Commandments that were given to Moses by God to pass on to the Israelites. The laws were to help them live as God's chosen people. The event took place at Mount Sinai, the same place where Moses had received God's call earlier.

The laws therefore marked a new relationship between God and His people. God promised to make the Israelites his own possession among all people to make them a kingdom of priests and a holy nation. The Israelites would enjoy these privileges only if they obeyed God. It was a conditional covenant. The Israelites also promised they would obey all that the Lord had told them.

The Ten Commandments were to shape them into the kind of people God wanted them to be so that He would accomplish His plan of salvation through them. The commandments have to be understood in relation to the values and attitudes that God expected of his people. The law of love summarises the values God expected. Emphasis is on the inner righteousness not external observance of the law.

Cross-cutting issues

In this unit, remember to highlight and sensitise to the learners on the cross-cutting issues. The issues you will tackle in this unit include: Gender and comprehensive sexuality education.

Abstinence from sex is an example of such issues which can be discussed with the learners in relation to HIV and AIDS.

Other cross-cutting issues to be dealt with include:

- i) Genocide studies.
- ii) Standardisation culture or quality principles.
- iii) Inclusivity in learning process.
- iv) Peace and moral values.
- v) Financial education and awareness.
- vi) Environmental conservation and sustainability.

Links to other subjects

This unit will link to other subjects and topics such as History of ancient Israel, citizenship, (respect of laws) Social Studies, law and the society.

Assessment criteria

Ability to justify the importance of the commandments in the daily life.

Section 1:

The Sinai event (The story of Moses receiving the Ten Commandments)

Number of periods: 2

Introduction

Students are already familiar with the story of Moses and the Ten Commandments. Begin the lesson by asking them a few questions about Moses and the Ten

Commandments. Share their answers with them. These were covered in Primary 4. Remind them of the points they learned through brainstorming and discussion. Use the knowledge they already have as foundation in this section.

Specific Objectives

By the end of this section, learners should be to:

- Narrate the Sinai event and how Moses communicated to the people.
- Give the importance of Mount Sinai event to the Israelites.

Preparation for the lesson

The teacher should have a wide knowledge of the Sinai event and background to the rise of Moses. He or she should prepare well in advance and must have information on how the Israelites received the Ten Commandments. It is important that students be arranged in groups of manageable numbers to share the materials equitably.

The teacher should tell the learners that following three months of their movement, the Israelites set up a camp at the foot of Mount Sinai. Moses left them to meet YAHWEH. God told Moses that He would come in a thick cloud and

speak to him in the hearing of all so that they would believe Moses. Already, God had promised to make Israel His own possession among all nations, to make them a kingdom of priests and a holy nation. If (on condition that) they would obey him. The Israelites had promised to obey all that the Lord had spoken. So Moses told the Lord what people had said. God instructed Moses to tell his people to wash their clothes and not to come near to their wives. They were also warned not to move near the boundary that marked the mountain because it was a holy place.

So Moses went down from the mountain and did as God told him.

Let the learners also know that on the third day there was thunder, lightning and a thick cloud on the mountain and the sound of the trumpet. The trumpet was so loud that all the people who were in the camp trembled.

Moses went up to Mount Sinai with Aaron and was thus given the Ten Commandments.

Read Exodus 21 to 23 on other laws. Generally, the detailed laws prescribed penalties for those who broke God's commandments like those who killed, stole and told lies. They emphasised on justice to the less privileged.

The Sinai event was important to the Israelites because it signified a new

relationship between the Israelites and God.

God made a covenant with them and gave them laws to guide them as His own people. The laws defined their responsibilities towards God and those towards their fellow Israelites and other people.

Suggested teaching/ learning materials

The Bible, other religious books about the Decalogue, Student's Book, films on Moses receiving the commandments, ICT devices, internet and any other materials available.

Interactive learning

Ensure learners it in groups for discussions. They should all involved in the discussions and come up with a summary of preparations Moses and Israelites made at Mount Sinai awaiting the giving of commandments.

Safety measures

The teacher should give learners a chance to discuss freely and air their views.

During lessons for this unit, some activities might require taking learners outside the classroom. For instance,

when they are role playing ensure they are safe in a new environment.

Suggested teaching/ Learning activities

Basing on Exodus 19 learners discuss the Sinai event.

Guide learners in role-playing how Moses went and met God on Mount Sinai, the instructions he gave the Israelites and the preparations made.

Suggested teaching/ learning methods

- a) Discovery
- b) Discussion
- c) Guided questions

Cross-cutting issues

Sensitise the learners on the cross-cutting issue(s) with the lesson. Abstinence from sex is an example of such issues which can be discussed in relation to HIV and AIDS.

Further activities

In Activity 1.2, learners have discussed about the Ten Commandments. Let them identify the first commandment with a promise?

Advice learners in groups to read Exodus 20 in preparation for the next sub-topic.

Section 2:

The Decalogue and other Laws of Moses (Ten Commandments)

Number of lessons: 2

Introduction

At this stage the learners already know about the Ten Commandments. Begin by questions and answers. Then take them through how the Ten Commandments were given to Moses on Mount Sinai. At Mount Sinai there began the first communion of God with a group of people he had liberated from Egypt.

Exodus 20: 1-17, gives the Ten Commandments which are referred to as the Decalogue from the word ten. They represent the very words from God that were passed on through Moses to the liberated people of Israel. The commandments were meant to guide the relationship between God and the Israelites and the relationships among the Israelites themselves and with other people.

Specific Objectives

By the end of this section, the learners should be able to:

- Identify the Ten Commandments.
- Explain the meaning of each commandment.

Preparation for the lesson

The teacher should link up this section with the previous one on the Sinai event.

The teacher should have a wide knowledge of the Ten Commandments and other laws of the land. Read Exodus

20:11-17 and outline the Decalogue for ease of reference.

The Decalogue can be outlined on the basis of information given in student's book. The following is a suggested outline.

Outline of the Ten Commandments:

1. You shall have no other gods before Yahweh (Exodus 20:3).
2. You shall not make images of God and worship them (Exodus 20:4-6).
3. You shall not misuse God's name (Exodus 20:7).
4. Honour the Sabbath day and keep it holy (Exodus 20:8-11).
5. Respect/. your father and mother (Exodus 20:12).
6. You shall not kill (Exodus 20:13).
7. You shall not commit adultery (Exodus 20:14).
8. You shall not steal (Exodus 20:15).
9. You shall not bear false witness against your neighbour (Exodus 20:16).
10. You shall not covet your neighbour's wife, servant or any other property (Exodus 20:17).

Refer to the Student's Book for detailed explanation of the commandments.

Interactive learning

Divide learners in small groups to discuss and present the Ten Commandments. Refer them to Activity 1.3 Ngabo and

Mugabo story. Use discussions, question and answer method in this section. Involve learners to ensure that both the first and slow learners participate.

Safety measures

Ensure learners are safe.

The teacher should make sure the class is well organised.

The teacher should give opportunity to learners to air what they know and also help them to discover what they do not know.

Teaching/ learning materials

Chalks, chalkboard, the Bible and any other relevant materials.

Teachings methods

- a) Discovery
- b) Guided question
- c) Group discussion
- d) Question and answer

Suggested teaching, learning activities

Basing on Exodus 20: 1-17, let the learners in groups identify and discuss about the Decalogue, their application to the real life situation and then compare the Decalogue with other Mosaic laws given to Israel.

Cross-cutting issues

Emphasise key skills, values and attitudes to be attained by the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) within the lesson. For example, the 1994 Genocide against the Tutsis can be explained under the types of commandments against killing.

Comprehensive sexuality education, can be discussed under you shall not commit adultery.

Further activities

Learners to further discuss ways in which they can apply the commandments in respect of the parents in daily life.

Section 3:

Categories or types of commandments of God

Number of lessons: 1

Introduction

Learners are already familiar with the Ten Commandments. They should be guided to explain the two categories of God's commandments. The first four commandments are about the Israelites' (human beings') responsibility to God. The last six are concerned with the Israelites (our) relationships with other human beings.

Specific Objectives

By the end of this section, the learner should be able to:

- State the categories of the Ten Commandments.
- Differentiate the categories of God's commandments.
- Appreciate God's commandments in everyday life.

Preparation for the lesson

Ensure that learners already have more knowledge about the Ten Commandments. They should be able to recite these commandments one after the other. The way we relate to our fellow human beings determines our relationship with God. If we love other people the way we love ourselves we shall do God's will. We shall not break His commandments because we shall love Him even more.

Jesus summarised the Ten Commandments in the double commandment of love emphasising is on the inner law not just the written outward laws. This point should be made clear to learners.

Suggested teaching/ learning materials

Use the Bible, chalks and chalkboard for short notes, a chart showing the two types of commandments.

Interactive learning

Give learners an opportunity to brainstorm the categories and explain the basis of categorisation. Guide them to write the categories in two separate wall charts. This can be done in groups, and then displayed in the classroom.

Suggested teaching/ learning methods

- a) Brainstorming
- b) Group discussion
- c) Guided questions and explanations

Suggested teaching/ learning activities

Learners discussing the section in groups and explaining the categories. Encourage learners to ask questions if they need to. The groups outlining commandments in each category on charts.

Further activities

Learners should find out or identify Christian activities that demonstrate each of the two categories of commandments.

**Section
4:**

**Importance of the Decalogue for the
Israelites**

Number of lessons: 1

Introduction

The Decalogue refers to the Ten Commandments that were given to Moses on Mount Sinai.

They were important to the Israelites as they maintained good relationship with God as His chosen people.

Specific outcomes

By the end of this section, the learner should be able to outline the importance of each of the Ten Commandments to the Israelites and appreciate God's commandments in everyday life.

Preparation for the lesson

Ensure that you have a wide knowledge of the Ten Commandments. Prepare an outline of the commandments on a wall chart.

It is important research for the importance of the Decalogue to the Israelites.

The laws defined man's role in the covenant union between God and Israel.

They spelt out how the Israelites were to live in relation to their God. The first four commandments emphasise on this point.

The Ten Commandments made the Israelites understand God's demand for them in relation to their salvation. They had to obey God to be saved from their enemies, suffering and sin.

The Israelites understood those commandments in light of their divine intervention to bring His people closer to Him in a special way.

They understood the revelation of the law as a gift from God.

The Commandments did contain only religious value but also moral values. They guided the Israelites on moral values that were to govern their human relationships such as honesty, respect, love, justice and fairness.

They were important because God revealed Himself to the Israelites through His commandment.

Suggested teaching/ learning methods

- a) Discovery
- b) Discussion
- c) Group work

Suggested teaching/ learning materials

The Bible, chalks and chalk board, wall chart with outline of commandments, student's book.

Suggested teaching/ learning activities

Guide learners in brainstorming the importance of each commandment. Make a class presentation about the importance of the Ten Commandments to the Israelites.

Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) in the lesson.

Section 5:

Importance of the Decalogue to Christians Number of lessons: 2

Introduction

The Ten Commandments helped Israelites in their relationship with God and themselves. They are also very important to Christians because they promote equality, peace and harmony in the society.

Specific objectives

By the end of this section, the learner should be able to:

- Outline the importance of the Ten Commandments to Christians.
- Appreciate the importance of showing respect their parents and other elder people.

Preparation for the lesson

Ensure that you are conversant with the Ten Commandments and their relevance to Christian life. Tell the learners the importance of the Decalogue to Christians:

- Jesus did not come to change the law but to fulfill it.
- The Ten Commandments put all the people of Israel under the same law.
- They help Christians to worship and believe in one God.
- They help man to forbid the worship of idols.
- They encourage Christians to live in peace and harmony.
- They help young Christian children to respect their parents.

- The laws teach Christians to set time for worship of God to observe the Sabbath. This also guides them on how to use leisure fruitfully.
- They teach Christians on the need for sexual purity, chastity by avoidance of sexual immorality.
- Christians learn to avoid murder, lustfulness and dishonesty (telling lies). They are encouraged to respect the right to own property and practice justice in their relationships.

Suggested teaching/ learning materials

In this unit you will be required to have the Bible, chalk and chalkboard, a copy of or a set of laws of Rwanda.

e learning

Arrange learners in pairs to discuss each of the commandments, highlighting its importance to Christians let them present to class their findings.

Suggested teaching/ learning Methods

- a) Discovery
- b) Discussion
- c) Brainstorming

Safety measures

You should ensure that the classroom is well prepared and cater for sitting arrangements of all learners including those with special needs.

For instance those with hearing challenges should sit where they can easily hear. Those with sight challenges should sit where they can see.

Should ensure that all learners participate.

Suggested teaching and learning activities

Brainstorm the importance of laws in general and importance of the Decalogue to Christians in particular. Refer them to Activity 1.5.

Make a class presentation about the importance of the Decalogue to Christians.

Let learners read relevant Bible verses in both the Old and New testaments.

Ensure that both slow and weak learners are attended to.

Further activities

You should prescribe other activities not prescribed above. For example, ask learners to find out ways in which a Christian can use the Sabbath Day to serve God.

Emphasise key skills, values and attitudes to be attained at the end of the section. Also sensitise the learners on the cross-cutting issue(s) within the lesson.

Section 6:

Other Mosaic laws (*Exodus 21-23*) Number of lessons: 2

Introduction

Apart from the Ten Commandments, God gave Moses other laws.

The other laws were meant to improve the relationship among the Israelites. They were also to ensure that they lived a pure life before God. For instance, they were to eat ritually clean foods. You need to find out the other laws and how they were applied.

Specific Objectives

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

- Identify other laws given to Moses apart from the Ten Commandments.
- Compare the Decalogue with the other commandments of God (Mosaic Law).

Preparation for the lesson

The teacher should have a deep knowledge of the Decalogue and other Mosaic laws. Read Exodus 21 – 23 for details.

They include the following:

1. Make an altar for God and sacrifice on it burnt offerings.
2. Do not make altar with dressed stones.
3. Anyone who strikes a person should be put to death.
4. Do not put altar of steps or your private parts will be exposed.
5. Anyone who attacks his father or mother should be put to death.
6. If anyone uncovers a pit or dig one and fails to cover it and an ox falls in it he should be forced to pay for it.

With the knowledge of the Ten Commandments, compare the Mosaic laws and the Ten Commandments. Let the learners get the difference between the two.

Interactive learning

Guide learners in brainstorming the Mosaic Laws. They should debate some of the laws with the teacher's guidance. Let the learners compare them with the Ten Commandments. The spirit behind the Decalogue is reconciliation not vengeance as Mosaic Laws. Guide learners in Activity 1.6.

Suggested teaching/ learning materials

In this section, you will be required to have the Bible, chalks and chalkboard.

Suggested teaching / learning activities

Make a class presentation about the Mosaic laws. Let learners read the Bible especially in Exodus 21 – 23.

Safety measures

Should ensure that that the class room is well arranged to facilitate teacher learner interaction.

Emphasise the key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson. These include human sexuality, HIV and AIDS, peace education as opposed to vengeance, genocide in Rwanda – peace and reconciliation, not vengeance, can heal the wounds.

Section 7:

Importance of rules and regulations in the society

Number of lessons: 2

Introduction

Rules and regulations are important in any society. They promote peace, harmony and justice. Rules protect the individual rights. When people observe rules those in business can produce and supply goods peacefully hence economic development. Without rules there would be disorder or chaos in society as each person would do whatever they choose.

Specific objectives

By the end of this section, the learner should be able to state the importance of rules and regulations in society and how to abide by them.

Preparation for the lesson

Learners may carry with their copies of school rules and regulations or the national constitutions. You should ensure that children sit in a way they can listen to each other since they will have to discuss and brain storm the section.

Interactive learning

Let learners discuss in small groups the school rules, consequences of breaking them and their importance. Guide them in presenting the role of rules in the society after discussion.

Suggested teaching/ learning materials

These include Student's Book, the Bible, a copy of school rules and regulations and any other relevant material.

Suggested teaching/ learning methods

- a) Discovery
- b) Discussion
- c) Brainstorming

Teaching / learning activities

Link this section with the previous one for learners to note the continuity. Discuss in groups the importance of rules and regulations in their society.

Further activities

You should give an activity to enrich fast learners and give more opportunity to slow learners to discover other details for themselves.

Answers to Unit Assessment

1.
 - i.) Respect your father and mother
 - ii.) You shall not kill
 - iii.) You shall not commit adultery
 - iv.) You shall not steal
2.
 - A) Yes
 - B)
 - a. The commandments were important to Israelites because they defined man's role in the covenant union.
 - b. The Ten Commandments made them understand God's demands of them in relation to their salvation.
 - c. The Israelites regarded them very seriously because they were instructions to their ancestors. They guided them on how to live either faithfully or unfaithfully. In each case there were repercussions.
 - d. The Israelites understood these commandments in light of their divine election. They indicated that they were special people having a special relationship with God.
3. During the Sinai event God made Israelites His chosen people.
The Israelites promised to obey God and follow His commandments.
4.
 - i) The Ten Commandments helps man to worship and believe in one God it forbids the worship of idols or any other god.
 - ii) Jesus Christ advised that the law should not enslave man. Man should find freedom from the law. He therefore stressed that the Sabbath was made for good of man but not man for Sabbath and that fasting should have its own place.
 - iii) The Ten Commandments help Christians to live in harmony with fellow man and condemns killing of fellow man and puts God as the author of life.
 - iv) During his earthly life Jesus lived with his parents at Nazareth and he obeyed them this implied that he obeyed the fourth commandment. Christian children must henceforth respect their parents.

TOPIC AREA : SPIRITUAL AND MORAL VALUES

SUB TOPIC AREA: FAITH, WORSHIP AND SOCIETY

Unit 2: The Christian life and values

Key unit competence:

To be able to justify the importance of Christianity life in the society and manifest good behaviour.

Content map

	Unit 2: The Christian life and values.
Number of lessons	10.
Introduction	Students are already familiar with the story of Moses and the Ten Commandments. Begin the lesson by asking them a few questions about Moses and the Ten Commandments. Share their answers with them. Remind them of the points they learned through brainstorming and discussion. Use the knowledge they already have as foundation in this section.
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	Discuss in groups on the importance of living Christianity. Research on the duties of a Christian. Discuss in groups about the main message and values of Christianity.
Competencies practised	Gender education and comprehensive sexuality education.
Language	Discussion in groups.
Vocabulary acquisition	Week of passion, <i>Umuganda</i> .
Materials	The Bible, Religious education books
Study skills	Research on the duties of a Christian. Discuss on the importance of living a Christian life.
Revision	Tasks provided after each area discussed.
Assessment	Ability to justify the importance of Christianity in the society and manifest good behaviour.
Learning outcomes	Appreciate the importance of Christianity in the society. Show different responsibilities of a Christian. State the main events in the life of Jesus as the Messiah and Saviour.

Unit 2

The Christian life and values

Number of lessons (15)

Refer to Learner's Book Pages 19-40

Introduction

This unit deals with Jesus' life mission, death and resurrection. It contains the following sections:

- Jesus as the centre of Christianity (birth life, mission, death and resurrection)
- Duties of a Christian
- Rights of a Christian
- The importance of Christianity (good lifestyle, social actions, values)

Key unit competence

By the end of 10 lessons, justify the importance of Christianity in the society. The learner should be able to live a Christian life in society and manifest good behaviour.

Knowledge, skills, attitudes and values to be developed

As you teach this unit, you should ensure that learners acquire the following knowledge, skills, values and attitudes.

General competencies include communication, critical thinking and problem solving.

Knowledge	Skills	Attitudes and values.
State main events in the life of Jesus as the Messiah and Saviour.	Describe the life of Jesus as the Saviour of humanity.	Appreciate Jesus' life and mission as the Messiah and the Saviour
Identify the duties of a Christian.	Show the difference responsibilities of a Christian.	Manifest Christian values in daily life.
Outline the main facts showing the importance of Christian life for individual as well as for the society.	Justify the importance of Christianity to individual as well for the society.	Appreciate the importance of Christianity in the society.

Additional information for the teacher

This topic covers the life mission, death and resurrection of Jesus as the Messiah and saviour. The teacher is expected to have a wide knowledge in this area. To understand the Messiahship of Jesus, you have to refer to the Old Testament prophecies about the Messiah.

Cross-cutting issues

In this unit cross-cutting issues are Comprehensive sexuality education, Genocide Studies and Inclusive education. Gender education. For instance, they should understand that God created male and female with a purpose of worshipping him. Peace and values education. Christianity emphasises peaceful coexistence.

Other cross cutting issues include:

- i) Standardisation culture or quality principles.
- ii) Inclusivity in learning process.
- iii) Financial education and awareness.
- iv) Environmental conservation and sustainability.

Links to other subjects

This unit can be linked to other subjects such as History and Citizenship.

Section 1:

Jesus as the centre of Christianity (birth, life, mission, death and resurrection)

Number of lessons: 4

Introduction

The Old Testament presents Jesus as the promised Messiah who will come from the house of King David. The birth of Jesus is a fulfillment of the Old Testament prophecies. The main events in the life of Jesus are:

- The birth of Jesus
- The baptism of Jesus
- Calling of the twelve
- Sermon on the mountain
- Fasting and praying
- Miracles
- Parables
- Death, crucifixion and resurrection

Specific objectives

By the end of this section, the learner should be able to state the main events in the life of Jesus from his birth, mission to his death and resurrection. The learner should be able to describe the life of Jesus as the Messiah and Saviour. The learner should be able to appreciate Jesus' life and mission as the Messiah and Saviour.

Preparation for the lesson

Read widely the prophecies about the Messiah in the Old Testament as well as the gospels which tell us the story of Jesus. It is important to get some specific Bible references which you can refer learners to. The syllabus does not provide any so you have to guide them.

Interactive learning

Organise learners to role play or dramatise some events in the life mission, death and resurrection of Jesus. Guide them to discuss after the presentation.

Suggested teaching materials

The Bible, Student's Book, movie, holy pictures, English dictionary and library references.

Suggested teaching/ learning methods

You are advised to use these methods among others; discovery, discussion, drama and brainstorming.

Suggested teaching learning activities

Basing on the passages of Holy Scriptures of the New Testament and on watched movies on the life, mission death and resurrection of Jesus, the learners will discuss in small groups about the main message and values of Christianity. You should also guide them in discussing Activity 2.1 and Activity 2.2. Values of Christianity should be defined clearly such as love, honesty, responsibility, perseverance, respect, generosity and faith in God.

Further activities

Let learners role play about Jesus' birth. Ensure that weak learners participate as well. Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson.

Section 2:

Duties of a Christian Number of lessons: 2

Introduction

The duties of a Christian are found in Jesus' teachings. The teaching on requirements of discipleship gives good information on the duties. Define the term duty to enable learners understandable this section.

Specific objectives

By the end of this section, the learner should be able to:

- Identify the duties of a Christian.
- Show different responsibilities of a Christian.
- Manifest Christian values in daily life.

Preparation for the lesson

You should have a wide knowledge about Christian duties and values. They include:

- A Christian is required to have courage, energy and reverence.
- Should help the needy and have pity for the unfortunate.
- Should participate in Christian activities and celebrations.
- Should respect state rules and laws.
- A Christian is demanded to praise, worship, pray and give thanks to God.
- Should be careful about what he or she says and does.
- Should be peaceful and strive to make and maintain peace in society.
- Must follow the example of Jesus be simple, forgiving, meek and humble.

Interactive learning

Guide learners in discussing Activity 2.13. The teacher should involve the learners as much as possible through activities

such as dramatisation, discussion and guided questions allow learners to ask each other questions. Learners can also tell stories about cases they have observed or experienced.

Safety measures

Ensure learners are safe especially if they are visiting the needy outside the school compound. Ensure they maintain good relations with the neighbours, that is, they should show a good character of the school.

Suggested teaching/ learning materials

The Holy Bible, movies and students books, case studies on duties of a Christian.

Suggested teaching/ learning methods

Discovery, drama, discussion and brainstorming, case studies, storytelling based on personal experiences or observations.

Suggested teaching/ learning activities

Based on the passage of Holy Scriptures of the New Testament and on a movie on the life, mission death and resurrection of Jesus, the learners will discuss in small groups about the main message and values of Christianity. Guide them on discussion of case studies.

Further activities

Guide learners to organise for a visit to a children's home to assist them with cleaning, washing and cooking. Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson.

Introduction

Define rights, giving examples from the Rwandan Constitution. Rights go hand in hand with duties. It is a citizen's duty to respect the rights of others.

Specific objectives

By the end of this section, the learner should be able to tell the rights of a Christian. They should also manifest Christian values in daily life.

Preparation for the lesson

The teacher should have a wide knowledge about Christian rights and values. The right of a Christian is the same as those of other citizens. They include:

- Right to freedom of conscience and thinking.
- Right to condemn any bad acts by the state individual and church leaders.
- Right to be heard in legal way.
- Right to work for the state and government.
- It is important to note that as Christian exercise their rights and freedoms they should seek God's guidance as wisdom comes from God.

Suggested teaching and learning materials

The Bible, Student's Book, chalks and chalk board.

Interactive learning

Ensure learners have adequate chance to brainstorm on the knowledge they have about human rights, define rights and give examples of child rights. Let them discuss in groups and make presentations in class.

Safety measures

When learners are taught about their rights, let them be aware that there is a limit to rights. For instance, one's right should not affect the other person's life negatively.

Suggested teaching/ learning methods

- a) Discovery
- b) Discussion
- c) Debate
- d) Brainstorming

Suggested teaching/ learning activities

Discuss in groups the rights of a Christian. Learners to give examples of child rights. Guided questions will help clarify issues they have discussed.

Further activities

Assign learners group work to find out more on rights of citizens and give their report in class.

Section 4:

Importance of Christianity

Number of lessons: 2

Introduction

Christianity is one of the major world religions. The teachings of Christianity impart certain values that can help people live together in peace. It has followers worldwide. It was started by the followers of Jesus Christ and was built on his teachings. His teachings emphasised on values such as peace, love and forgiveness.

Specific objectives

By the end of this section, the learner should be able to outline the main facts showing the importance of being a Christian and the importance of Christianity in society. Justify the importance of Christianity and appreciate its importance in society.

Preparation for the lesson

- Christianity helps people to have a deeper understanding of God.
- Christian attributes such as kindness enables Christians to help the needy and the poor.
- It helps the society to learn reconciliation forgiveness and to avoid revenge. It is this attribute that helped the people of Rwanda to move on after the 1994 Genocide against the Tutsis.
- Christianity helps Christians to appreciate the purpose of marriage, family and dangers of divorce.
- Christianity emphasises good life styles such as simplicity, loyalty, meekness, impartiality and respect. These attributes help people to live in peace and harmony.

- Christianity teaches about unconditional love. This helps promote peace and justice in the society.

Suggested teaching/ learning materials

The Holy Bible, Student's Book, chalks and chalk board

Interactive learning

Ensure all learners are engaged in group discussions. Encourage learners to ask questions on the issues raised through discussions. Let the learners be in groups according to their different abilities. During class presentations, all learners should give their contributions. Guide them in discussing Activity 2.16, the story of Uwanahoro and mugisha to bring the duties of christian parents

Suggested teaching/ learning methods

- a) Discovery
- b) Discussion
- c) Brainstorming
- d) Class presentations

Suggested teaching/ learning activities

Learners can be guided to form small groups to discuss the importance of Christianity to the individual behaviour and to the society in general. The answers should be shared in class. Ensure learners with special needs such as slow learners are assigned simpler tasks that they can discuss.

Further activities

Give learners homework to find out from a pastor or church leader more about the importance of Christianity. Emphasise key skills, values and attitudes to be attained at the end of the lesson.

Answers to Unit Assessment

1. Angel Gabriel
2. i.) The poor in spirit
ii.) The mourners
iii.) Those who are hungry and thirst for righteousness
iv.) Those who are merciful
v.) Those who are pure in heart
vi.) The peacemakers
3. a) The parable of the sower. It is about a man who scattered seeds that fell on different grounds. The seed represent the word of God. The different grounds represent the different people who receive the word. We should obey the word of God and put it into practice (Luke 8:5-15).
We should prepare people well as we preach the Gospel and take care of all groups.
b) The parable of the prodigal son. It is about a man had two sons. The young one asked for the share of his property and he was given. He sold his share and wasted it in a far country. After realising his mistakes, he asked for forgiveness. His father forgave and accepted him back home (Luke 15: 1).
We should be ready to ask for forgiveness when we find ourselves in mistakes.
4. i.) God requires Christians to appreciate His greatness and sovereignty as their creator.
ii.) A Christian is required to have courage, energy and reverence. He is required to have self-determination in whatever he does.
iii.) Should help the needy and have pity for the unfortunate.
iv.) Should participate in Christian activities and celebrate important Christian days like Christmas and Easter.
v.) Good citizens respect the rulers and pay taxes. A good Christian should respect those in authority both in church and in government. It is important to note that all authority come from God.
vi.) A Christian should protect and preserve the environment. For example, the creatures of God.
vii.) A good Christian should respect all people irrespective of gender, age and occupation. We should bear in mind that all people are made in the image of God.
viii.) A Christian is demanded to praise, worship, pray and give thanksgiving. To Christians, a prayer is a communication to

God while thanksgiving is an appreciation of what God does for them.

- ix.) Hospitality: A Christian should entertain those who really need our care and the benefit of our society and our homes.
- 5 i.) Christianity helps people to have deeper relationship with God as well as living a just and moral life.
- ii.) Christianity has many teachings about fellowship and how to live a good life. It therefore leads believers on how they go about their daily lives. It also helps them on how they treat their neighbours.

iii.) Christian attributes such as kindness, generosity and self-sacrifice help the needy and the disadvantaged in society.

iv.) It helps the society to learn reconciliation and forgiveness and avoiding revenge. This helped Rwandese to promote unity and reconciliation after 1994 Genocide against the Tutsis.

v.) Christianity helps people to live in peace and harmony. It has promoted the unity of the communities our country.

TOPIC AREA : SPIRITUAL AND MORAL VALUES
SUB TOPIC AREA: FAITH, WORSHIP AND SOCIETY
Unit 3: Peace in the Society

Key unit competence:

To be able to participate in the activities of peace building and conflict resolution.

Content map

	Unit 3: Peace in the Society
Number of lessons	10.
Introduction	<p>This unit on ‘peace in the society’ should be approached from two perspectives, that is, peace within one self and peace in individual relationships. Society starts from the family. When there is peace at family level, it will influence peace in the society at large.</p> <p>This unit will deal with the following sections: Peace and its principles (tolerance, unity, reconciliation, solidarity, respect for human rights and dignity, justice). Causes of conflicts in the society. Biblical teachings on peace and conflicts. Conflict resolution and peace building.</p>
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	<p>Research using the internet the meaning of peace.</p> <p>Debate the causes of conflict in the society.</p> <p>Discuss on the causes and consequences of conflicts.</p>
Competencies practised	Peace and values education, inclusive education.
Language	Discussion in groups.
Vocabulary acquisition	Gacaca.
Materials	The Bible, Religious education books.
Study skills	Assess different means of conflict.
Revision	Tasks provided after each area discussed.
Assessment	Ability to participate in the activities of peace building.
Learning outcomes	<p>Show concern for peace building in the society.</p> <p>Appreciate the importance of peace building principles.</p> <p>Actively participate in preventing and solving conflicts.</p>

Unit 3

Peace in the society

Number of lessons (10)

Refer to Learner's Book Pages 42-62

Introduction

This unit on 'peace in the society' should be approached from two perspectives, that is, peace within one self and peace in individual relationships. Society starts from the family. When there is peace at family level, it will influence peace in the society at large.

This unit will deal with the following sections:

- i) Peace and its principles (tolerance, unity, reconciliation, solidarity, respect for human rights and dignity, justice)
- ii) Causes of conflicts in the society
- iii) Biblical teachings on peace and conflicts
- iv) Conflict resolution and peace building

Key unit competence

By the end of ten (10) lessons, the learner should be able to participate in the activities of peace building and conflict resolution.

The specific objectives.

Knowledge	Skills	Attitudes and values
Recall the Biblical meaning of peace and its fundamental principles.	Describe fundamental principles of peace.	Appreciate the importance of peace building principles.
Highlight the causes and consequences of conflicts in the society.	Analyse different causes and consequences of conflicts in society.	Respect for human dignity.
Know about the Biblical teachings about peace and conflicts.	Identify from the Bible different teachings about peace and conflicts.	Show concern for peace building in society.
Outline different means of conflict resolution and peace building.	Assess different means of conflict resolution and peace building.	Actively participate in preventing and solving conflicts.

Additional information for the teacher

Peace is a state of tranquility, quietness and harmony. It refers to the absence of violence in society. It is also a state of being free from oppression, unpleasant thoughts and emotions. It is a state of contentment. The Biblical understanding of peace is wholeness or completeness and unity.

Peace refers to a state where separated parties enjoy restored relationships. There are three types of peace. These are Inner peace, outer peace and world peace. General competencies to be studied include communication, problem solving and cooperation.

Cross-cutting issues

Cross cutting issues to be studied include peace and values education. This section encourages peaceful coexistence in the society. In Activity 3.1, the story of our village is about gender inclusivity. There is also Genocide studies in Activity 3.2, it shows how the study of Genocide should help us build peace in Rwanda.

Links to other subjects

This unit can be linked to history and citizenship (conflict resolution).

Assessment criteria

The learner will be able to participate in the activities of peace building and conflict resolution.

Section 1:

Peace and its principles

Number of lessons: 2

Introduction

This section requires you to clearly define peace and its principles you will need to refer to an English dictionary for definitions. There are two key aspects of peace - the inner and external peace. These are covered in the three types of peace which have been identified.

Specific objectives

By the end of this section, the learner should be able to:

- Recall the Biblical meaning of peace and its fundamentals.
- Describe fundamental principles of peace
- Appreciate the importance of peace building principles.

Preparation for the lesson

You are required to refer to an English dictionary and get the meaning of peace and each of its principles. Decide how best to deliver the lesson because 'peace' is an abstract concept. You should prepare examples to bring the section down (simplify) to the learners' level. Read the Bible to get other examples.

Suggested teaching/ learning materials

Student's Book, text books on peace and

conflicts, the Bible, newspaper cuttings with articles on peace and any other relevant material.

Interactive learning

Guide learners to brain storm meanings of peace and its fundamental principles. Assign small groups to discuss each concept and give examples in real life situations. Let them present their findings. Clarify any issues where necessary. Guide learners in Activity 3.1.

Suggested teaching/ learning methods

- a) Brainstorming
- b) Discussion
- c) Guided questions
- d) Dramatisation

Suggested teaching/ learning activities

Let learners tell stories and listen to real life stories about peace building in different societies. Let them check for some examples from newspaper cuttings. They should be allowed to discuss and share their experiences.

Further activities

You may show movies to students and ask them to make a summary of what they have watched.

Section 2:

Peace and conflicts in the society

Number of lessons: 2

Introduction

A conflict is a clash or disagreement between two opposing groups or individuals. There are many causes of conflicts. Some of the causes are:

- Poverty
- Witchcraft
- Pride and prejudice
- Competition for resources
- Ethnic differences
- Discrimination
- Gender differences
- Greed
- Lack of respects
- Immorality

Specific objectives

By the end of this section, the learner should be able to analyse the causes of conflicts in society.

Preparation for the lesson

Prepare case studies, newspaper cuttings and real life experiences of conflicts to highlight causes. Get some examples from the Bible such as stories of Cain and Abel, Jacob and Esau and Prophet Jeremiah.

Safety measures

Let the learners not be carried by emotions.

Suggested teaching/ learning materials

Student's Book, newspaper cuttings, stories, case studies, English dictionary, wall chart, movies and any other relevant material.

Interactive learning

Learners should be divided into small groups and each assigned to a cause or conflict or two to discuss. They should be allowed to give own life experiences freely. Be sensitive not to force a learner to give experiences if they are uncomfortable such as family conflicts.

Suggested teaching/ learning methods

- a) Discovery
- b) Discussion
- c) Drama
- d) Brainstorming

Improvisation

Suggested teaching/ learning activities

Learners brainstorm and discuss causes of conflicts in family, at school in government and society at large. They can outline the causes on chalkboard or wall chart. They can watch movies showing conflicts and highlight their causes.

Guide learners in Activity 3.5 and Activity 3.6, the case study of Gahigi and Uwase. Let them also answer questions in Activity 3.9, 3.10 and 3.11.

Let the learners analyse different case studies about causes of social conflicts

Further activities

Assign learners to find out other causes of conflicts apart from those they have learnt.

Make role plays about causes of conflicts in the society.

Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson.

Section 3:

Consequences of conflicts in the society

Number of lessons: 2

Introduction

When there are conflicts in society they need to be solved in quickly. When we fail to solve a conflict early it brings out bad effects. These include:

- Under development
- Poverty
- War
- Increased crime
- Death
- Disease
- Famine and hunger

Specific objectives

By the end of the section, the learner should be able to analyse the impact of conflicts in society.

Preparation for the lesson

Link up this section with the previous one. Ensure you incorporate peace education issues as well as genocide studies on consequences of conflicts. The teacher should have a wide knowledge about conflicts and peace in society. You should collect examples of consequences of conflicts in society from real life stories or experiences in families, school, government and society as a whole.

Safety measures

Ensure learners are safe as they act out on conflicts and their consequences. They should not become emotional.

Suggested teaching/ learning materials

Student's Book, the Bible, case studies and any other material

Interactive learning

Learners brain storm on consequences of conflicts. They can be guided to highlight examples from the 1994 Genocide against the Tutsis. Guide them in discussing consequences with a view to promoting peace in society.

Suggested teaching/ learning methods

- a) Discovery
- b) Discussion
- c) Role playing
- d) Brainstorming

Suggested teaching/ learning activities

Investigate and debate the causes and consequences of conflicts and suggest means to prevent them.

Further activities

Learners to research more on consequences of conflicts.

Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson.

**Section
4:**

Biblical teachings on peace and conflicts
Number of Lessons: 2

Introduction

According to the Bible peace is a free gift from God.

God is the only source of peace, there is no other source.

The disobedience of man brought conflict between man and God and between man and fellow man. Jesus came so that man would have everlasting peace.

Introduce the section by asking the learners to identify examples of conflicts in the Bible. Let the learners do Activity 3.13. God is the source of peace.

Specific objectives

By the end of the section, the learner should be able cite cases of conflicts in the Bible. Identify from the Bible different teachings about peace and conflicts and show respect for human dignity.

Preparation for the lesson

Read the Bible to research and gather information on cases or examples of conflicts. Highlight the biblical teachings on peace and conflicts.

Interactive learning

Let learners recite Activity 3.12. Guide them to refer and read Bible passages on conflicts and discuss them in small

groups. You can assign for example, Genesis stories of Cain and Abel, Jacob and Esau, Moses and the Israelites in the wilderness, Prophet Jeremiah's story, Jesus and the Jewish religious leaders.

Highlight biblical teaching at the end of group presentations.

Suggested teaching/learning materials The Bible, Student's Book and any other relevant material.

Suggested teaching/learning methods

- (a) Discovery
- (b) Discussion
- (c) Drama

Teaching activities

Analyse different cases of conflicts in the Bible and the teachings of the Bible on peace and conflicts. Learners can be guided to debate on some cases.

Further activities

Learners to research more examples of conflicts in the Bible and how they were resolved.

Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson.

**Section
5:**

**Conflict resolution and peace building
Number of lessons: 2**

Introduction

Conflict resolution is a way that two or more parties use to find a peaceful solution to a disagreement among them.

The conflicts may be personal, financial, political or emotional. Conflicts can be resolved in the various ways.

- First understand the conflict.
- Communicate with the opposition.
- Brainstorm for possible solutions.
- Choose the best resolution.
- Use a third party if necessary.
- Explore alternative means.
- Other means of conflict resolution include local courts, family, or courts of laws, if you are Christian use church leaders.

Specific objectives

By the end of the section, the learner should be able to:

- Outline different means of conflict resolution and peace building.
- Analyse different means of conflict resolution and peace building.
- Actively prevent and resolve conflicts.

Preparation for the lesson

You should understand and explain to learners the following steps of conflict resolution. Prepare to discuss with learners Activity 3.13 on the story of Mugwaneza and Gasimba.

Suggested teaching/ learning materials

The Bible, Student's book, newspaper cuttings, movies/films on conflict resolution.

Safety measures

Ensure the safety of learners where necessary.

Interactive learning

Guide learners in small group discussions of conflicts and conflict resolution. You can use examples from the Bible ask them to suggest how they would resolve the conflicts identified. Other examples from case studies and real life experiences can be discussed too. Let them write down the outline of conflict resolution steps.

Suggested teaching/ learning methods

- a) Discovery
- b) Discussion
- c) Dramatisation

Improvisation

Suggested teaching/learning activities

Analyse different case studies about causes of social conflicts and how to solve them. Refer to the section on interactive learning for other details. You can guide learners in discussing Activity 3.14.

Further activities

Guide them to compose poems, songs on conflicts and conflict resolution.

Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson.

Answers to Unit Assessment

1. Peace can be defined as a pleasant relationship within oneself, with others or in the world as a whole.
2. Gacaca court is a system of community justice inspired by the Rwandan tradition. Gacaca can be loosely translated to “justice in the grass”. It has particularly helped solve the cases of the 1994 Genocide against the Tutsis.

3. **Causes of conflicts in society**

- i.) Poverty is a major cause of conflicts in many societies.
- ii.) Greed many people greedy and are never satisfied with little or much they have. They will look for more to the extent of taking other people’s lives.
- iii.) Witchcraft in many societies is considered as a solution to problems as a result it may lead to death and permanent rifts between members of the family and society in general.
- iv.) Competition for resources especially in families where family heads have been killed by their own children or siblings fight each other.

Effects of conflicts in the society

- i) Increase in stress among people and its subsequent repercussions.
- ii) Decrease in production.
- iii) Degradation in relationships and worsening cooperation.
- iv) Increase in possibilities violence.
- v) Under development especially in countries that have had long spells of war there is less or little development.
- vi) Diseases and catastrophes due to poor systems of medical care due to wars
- vii) Poverty in many homes that have their less time dedicated to work and the little money available is subjected to unproductive activities.
- viii) Hunger and famine.
- ix) Divorce, separation and family breakdown.
- x) School drop outs and associated evils like early marriages.

Ways of resolving conflicts as a Christian

- i.) Firstly understand the conflict you cannot solve a conflict unless you know the origin and cause of the conflict. Understand your interests what you want, what you need, your concerns, hopes and fears. And also prepare for possible outcomes.

- ii.) Communicate with the opposition it's important to communicate with the opposing parties to know their interests and feats.
- iii.) Brainstorm for possible solutions, think carefully how you will set up a meeting. Look for win-win solutions or compromises.
- iv.) Choose the best resolution; listen to all alternatives resolution choose the best.
- v.) Use a third party or mediator; look for a person who is neutral who is not in your group to mediate. This may be a lawyer a relative or a church leader.
- vi.) Explore alternatives; think of alternatives before you meet your opponent, think which alternative is realistic and practical.
- vii.) Cope with stressful situations and pressure tactics; learn how to cope incase the opponent is stubborn or does not cooperate.
- viii.) The Christian way of solving conflicts involves prayer. Our Lord's Prayer is a good example because it demands us to forgive those who trespass against us.
- ix.) If Christian has a conflict with fellow Christian he should follow the following steps to resolve it.

Causes of conflict in governments

- i.) Greed for power and desire to over stay in power, this is a common cause of conflicts in Africa.
- ii.) Lack of respect especially by leaders to those they lead.
- iii.) Pride and prejudice some people have pride in their tribes and do not respect the members of other tribes.
- iv.) Gender differences and failure to recognise the role of women in society.
- v.) Discrimination based on race, religion and ethnicity also brings clashes between people.
- vi.) In places of work it is caused by poor remuneration of workers, poor conditions of work and delayed payments and favoritisms.
- vii.) Bad governance which is oppressive autocratic Clash of beliefs religious or political views and denies people opportunities to express themselves also cause conflicts.

TOPIC AREA : LITURGY AND SACRAMENTS

SUB TOPIC AREA: LITURGICAL CELEBRATION

Unit 4: Repentance and Baptism

Key unit competence:

To be able to explain the importance of the sacrament of repentance and baptism in the spiritual growth.

Content map	Unit 4: Repentance and Baptism
Number of lessons	7
Introduction	This unit is about repentance and Baptism. These are two of the major sacraments in Christian churches. The unit covers the following sections. Meaning of Baptism Types of Baptism Importance of Baptism Prerequisite for Baptism The consequences of sin Meaning and importance of repentance
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	Discuss in groups about baptism and its celebration. Research on the importance of Baptism. Research on the meaning of penance and its impact on the Christian life.
Competences practised	Gender education, comprehensive sexuality education and Genocide Studies.
Language	Discussion in groups
Vocabulary acquisition	Liturgy, Eucharist, repentance
Materials	The Bible, Religious education books.
Study skills	Explain the importance of Baptism to Christians.
Revision	Tasks provided after each area discussed.
Assessment	Ability to explain the importance of the sacrament of repentance and Baptism in spiritual growth.
Learning outcomes	Appreciate the role of the sacraments of repentance and Baptism. Celebrate freely and consciously the rite of Baptism. Identify the relationship between sacrament of Baptism and repentance.

Unit 4

Repentance and baptism

Number of lessons (7)

Refer to Learner's Book Pages 64-77

Introduction

The topic for this unit is repentance and baptism. These are two of the major sacraments in Christian churches. The unit covers the following sections.

- Meaning of Baptism
- Types of Baptism
- Importance of Baptism
- Prerequisite for Baptism
- The consequence of sin
- Meaning and importance of repentance

Key unit competence

By the end of seven (7) lessons, the learner should be able to explain the importance of repentance and baptism in spiritual growth.

Knowledge, skills, attitudes and values to be developed

As you teach this unit, you should ensure that learners acquire the following knowledge, skills, values and attitudes:

The specific objectives.

Knowledge	Skills	Attitudes and values.
Identify the relationship between sacraments of baptism and repentance in Christian life.	Explain sacraments of repentance and baptism.	Appreciate the role of sacraments of repentance and baptism in Christian life.
State different steps in the celebrations of the sacraments of repentance and baptism.	Describe the celebration of sacrament of repentance and baptism.	Celebrate freely and consciously the rite of baptism.

Additional information for the teacher

The Christian church is built on a body of beliefs that are accepted by many Christians. These are:

- Baptism
- Confirmation
- Holy Eucharist
- Penance
- Holy matrimony
- Extreme inaction and
- Holy orders

The way some of these sacraments are celebrated may vary from one church to another. Even the words used for them may be different for some churches.

The teacher should be sensitive to the variations bearing in mind the different religious backgrounds of learners.

Encourage learners to respect diversity while acknowledging unity of all believers in Christ.

Teaching and learning materials

You will need a variety of materials to use as you will be teaching this unit. Some of these materials will include the learner's book, the Bible and samples of sacraments.

Teaching and learning methods

- a) Debating
- b) Brainstorming

- c) Group discussions
- d) Role plays
- e) Dramatisation
- f) Guided discovery
- g) Class discussions
- h) Resource persons' presentations
- i) Question and answer

Ensure that you have a sign language interpreter for those with hearing impairment and Braille equipment for the visually challenged learners.

Cross-cutting issues

You should incorporate peace and values, education and issues of financial discipline in this unit.

Links to other subjects

This unit can be linked to topics in Social Studies.

Assessment criteria

A learner will be able to explain the importance of repentance and baptism in spiritual growth.

General competence covered include, communication, problem solving, critical thinking, and lifelong skills.

Section 1:

Meaning and importance of Baptism

Number of lessons: 3

Introduction

This section requires learners to understand key concepts which include sacrament, baptism, rebirth and purification. Baptism marks entry into the community of believers in the Christian church. Learners need to be given a brief background of the sacrament from the Bible to enable them understand the practices in the church today.

Specific objectives

By the end of the section, the learner should be able to:

- Explain the meaning of baptism.
- Analyse the importance of baptism.
- Appreciate the role of baptism in Christian life.

Preparation for the lesson

Read stories in the Gospels about baptism by John the Baptist, and Jesus' command to his disciples to go and preach the gospel, while baptising people in the name of the Father, the Son and the Holy Spirit. Explain the meaning of baptism and the types.

There are two types of baptism:

- i) **Immersion in water**
- ii) **Pouring water**

Importance of baptism can be outlined as follows:

- Baptism is a condition for entering the Kingdom of God.
- It is a beginning of union with Christ.
- Considered to play some role as circumcision in the Old Testament.
- Acts as a symbol of eternity.
- External sign to show one has accepted to change his or her heart.
- It reflects the reality of Trinity.
- A way of sharing in the Kingdom of God.
- Helps to erase original sin or inherited sin from Adam and Eve.
- Makes us to accept the suffering of Jesus.
- One way of demonstrating submission to Jesus' command by his disciples.
- It is a way of fulfilling Christian doctrines and teachings.
- It opens a believers' heart to be controlled by the Holy Spirit.

Safety measures

During demonstrations on different types of Baptism, take care of some materials that may be affected by water.

Interactive learning

Involve learners in group discussion based on Activity 4.2 and the short answer questions you have prepared. The questions can be on pieces of paper distributed to each group. Learners to present their findings and ask questions.

Suggested teaching/ learning materials

The Bible, Student's Book, written short answer questions.

Suggested teaching/ learning methods

- a) Discovery
- b) Debate
- c) Brainstorming

Suggested teaching/ learning activities

Based on a passage in the scriptures and on their experience, learners in small groups discuss types or practices of baptism. Guide learners in dramatising baptism in their own churches, Activity 4.1.

Further activities

Learners to find out more examples of practices of baptism in different churches. Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson.

Section 2:

Prerequisite for baptism and consequences of sin

Number of lessons: 2

Introduction

Link up this section with the previous one on importance and types of baptism. Highlight the requirements for learners to notes in their books.

Specific objectives

By the end of the section, the learners should be able to:

- State different requirements in the celebration of baptism.
- Analyse the consequences of sin.
- Celebrate freely and consciously the sacrament of baptism.

Preparation for the lesson

Research on requirements for baptism in different churches. Encourage learners to find out more about baptism in their own churches. The following are the basic requirements for baptism:

One must have faith.

Must repent his or her sins.

Confession of sins.

One must have received instructions on the nature of Christ.

Read Genesis 2 and 3 and outline the consequences of sin.

Sin is a violation of God's or religious laws like commandments. It is caused by human weakness and failure to understand God.

Consequences of sin include:

- Sin results into death.
- It affects the relationship of human beings and God.
- It breeds suffering.
- Human beings lose trust before God.
- It leads to selfishness.
- It deprives human beings of joy, happiness and peace.
- It leads to jealousy.
- It results into guilt conscience.
- It makes people defenceless and helpless.

Safety measures

Ensure learners are safe.

Suggested teaching/ learning materials

Student's Book, the Holy Bible

Interactive learning

Learners brainstorm and discuss requirements for baptism and consequences of sin. Ask learners question that will guide them in understanding this section. They can also debate on the consequences of sin.

Suggested teaching/ learning methods

- a) Discovery
- b) Role play
- c) Discussion
- d) Debate

Suggested teaching/ learning activities

Learners make a play about the disobedience of the first human beings (Adam and Eve) that led to broken relationship between God and human beings.

Further activities

Guide learners in further discussion of consequences of sin and to role play the practice of baptism in church they know.

Emphasise key skills, values and attitudes to be attained at the end of the lesson.

Also sensitise the learners on the cross-cutting issue(s) with the lesson.

Section 3: Meaning and importance of repentance and its celebrations

Number of lessons: 2

Introduction

Repentance is the action of feeling or showing sorrow and regret for doing wrong.

It is a public display for doing wrong. It involves confession of sins and seeking God's forgiveness.

Specific objectives

By the end of the section, the learner should be able to:

- State the meaning of repentance
- Analyse the importance of the sacrament of repentance and its celebration
- Identify the relationship between repentance and baptism in Christian life

Preparation for the lesson

Explain the meaning of repentance and how it relates to baptism. Prepare and explain the following key points among others:

- Repentance is a public display for doing wrong.
- It is a necessary condition for salvation.
- It begins with God's calling of an individual.
- The authority to forgive sins was handed over by Jesus to his disciples.
- It marks the beginning of believing Jesus Christ.
- Eternal life in Christ begins with repentance.
- It is related to baptism because one has to repent of his or her sins first in order to be baptised and accepted as a believer in Christ.

Penitence is in a sacrament of the new law instituted by Christ. It marks a change of heart, from committing sin to righteous living.

Suggested teaching/ learning materials

Holy Bible, Student's Book, pictures/ drawings of people repenting, internet.

Safety measures

Ensure learners are safe as they role play.

Interactive learning

Make a group discussion and presentation about repentance. Refer learners to Activity 4.3, the story of Habimana. Learners can role play how repentance is celebrated in their church, Activity 4.4. Let them discuss as in Activity 4.5.

Suggested teaching/ learning methods

- (a) Discovery
- (b) Debate
- (c) Brainstorming
- (d) Role play.

Suggested teaching/ learning activities

Carry out a research in the library, internet about spiritual importance of repentance.

Further activities

Encourage learners to observe in their churches how repentance is done. Ask them to answer question 3 at the need of unit exercise.

Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson.

Answers to Unit Assessment

1. i) Prayer
ii) Fasting
2. i) Repentance is a necessary condition for salvation nobody can be forgiven of sins unless he repents.
ii.) Repentance begins with God's calling—His opening our minds to correctly understand his word, then we must pray for his help and then begin to studying the scripture to find out what we need to change.
iii) We should compare our beliefs, behaviour, customs, traditions and thoughts to the holy Bible. God's word is the only trustworthy standard by which we can measure our attitudes and behaviour.
iv) Jesus did not come to call the righteous but sinners to repentance (Luke 5: 32).
3. Immersion in water
This is where one is completely dipped in water. It the most common practice in most churches especially the Catholic Church and Pentecostal.
4. i) There is a prayer from a pastor or priest.
ii) The believers confess their sins and get counseling from church leaders.
iii) The priest gives a penance to a believer to perform.
5. i) Therefore the two main effects of baptism are purification and new birth in the Holy Spirit.
ii) Through baptism with water, God accepts us as His own children. After baptism onwards we are part of the Church of Christ.
iii) Those who have been baptised promise to do their best to live a good Christian life.