

RELIGIOUS EDUCATION

TUTOR'S GUIDE

TTC YEAR 1

OPTION : ECLPE, SME AND LE

© 2020 Rwanda Education Board

All rights reserved

This book is property of the Government of Rwanda. Credit must be given to REB when the content is quoted.

FOREWORD

Dear Tutor,

Rwanda Education Board is honoured to present Religious Education for ECLPE, SME, LE option tutor's guide's which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Religion and Ethics content. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

This Tutor's guide for Religious Education is comprised of 3 parts: preliminary notes that help you to understand major concepts and general methodologies, Lesson plan as well as lesson development.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast with traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In the regard of competence-based curriculum, learning is considered as a process of active building and developing of knowledge and skills by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages learners in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.

- Organize group discussions for student-teacher considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.
- Engage student teachers through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities following Religion teaching and learning methodology.
- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, as earlier mentioned, this teacher's book is comprised of 3 parts: **Part I:** Highlights the structure of this book and gives you general methodological guidance;

- **Part II:** presents sample lesson plans as reference for your lesson planning process;
- **Part III:** Details the teaching guidance for each concept given in the student book.

Even though the book contains the answers to all activities given in the student's book, you are requested to work through each question before judging student's findings.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process from its inception. Special appreciation goes to the teachers, tutors and lecturers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this textbook for the next versions.

Dr. NDAYAMBAJE Irénée
Director General of REB

ACKNOWLEDGEMENT

I wish to sincerely express my special appreciation to the people who played a major role in development of this Religious Education Tutor's guide. It would not have been successful without the participation of different education stakeholders that I would like to express my deep gratitude.

My thanks first go to the Rwanda Education Board staffs who were involved in the conception and writing of this Religious Education Tutor's guide. I wish to extend my appreciation to teachers from secondary to university level whose efforts during conception were much valuable.

I owe gratitude to different schools, higher learning institutions, organizations in Rwanda that have allowed us to work with staff in the book production and editing.

Joan Murungi,

**Head of Curriculum Teaching and Learning Resources
Department**

TABLE OF CONTENT

FOREWORD	iii
ACKNOWLEDGEMENT	v
PART I. GENERAL INTRODUCTION	1
1.1. The structure of the guide	1
1.2. Methodological guidance	1
1.2.1. Developing competences.....	1
1.2.2. Addressing cross cutting issues	5
1.2.3. Attention to Special Educational Needs specific to each subject	7
1.2.4. Guidance on assessment	9
1.2.5. Students' learning styles and strategies to conduct teaching and learning process	10
1.2.6. Teaching methods and techniques that promote active learning	11
PART TWO: SAMPLE LESSON PLAN	14
UNIT 1: INTRODUCTION TO RELIGIOUS SCRIPTURES	21
1.1. Key Unit Competence	21
1.2. Prerequisites:	21
1.3. Crosscutting issues to be addressed:.....	21
1.4. Guidance to introductory activity 1	21
1.5. List of lessons	22
1.5.1. Holy Scriptures concepts	24
1.5.2. Relationship between the Old and New Testament	27
1.5.3. Structure of the Bible	29
1.5.4. Importance of Holy Scriptures in the lives of believers.....	32
1.6. Summary of the unit.....	33
1.7. Additional information for the teacher	33
1.8. Answers to the end unit assessment 1.....	34
1.9. Additional activities.....	35
1.9.1. Remedial Activities	35
1.9.2. Consolidation activities	36
1.9.3. Extended activities	36

UNIT 2: BIRTH OF CHRISTIANITY AND ISLAM	37
2.1. Key Unit competence	37
2.2. Prerequisites	37
2.3. Crosscutting issues to be addressed:.....	37
2.4. Guidance to introductory activity 2	37
2.5. List of lessons	38
2.5.1. Christianity	39
2.5.2. Islam.....	41
2.6. Summary of the unit 2.....	43
2.7. Additional information for the teacher	43
2.8. Answers to the end unit assessment	44
2.9. Additional activities.....	46
2.9.1. Remedial Activities.....	46
2.9.2. Consolidation activities	47
2.9.3. Extended activities	48
UNIT 3: GOD’S COMMANDMENTS	49
3.1. Key Unit competence:	49
3.2. Prerequisites:	49
3.3. Crosscutting issues to be addressed:.....	49
3.4. Guidance to introductory activity 3	49
3.5. List of lessons	50
3.5.1. God’s Commandments and their categories.....	51
3.5.2. The Greatest Commandment.....	53
3.5.3. Golden rule in various religions.....	55
3.6 Summary of the unit 3.....	56
3.7. Additional information for the teacher	57
3.8. End Unit assessment 3 (answers).....	57
3.9. Additional activities.....	58
3.9.1. Remedial Activities.....	58
3.9.2. Consolidation activities	59
3.9.3. Extended activities	60

UNIT 4: PILLARS OF FAITH IN ABRAHAMIC RELIGIONS.....	61
4.1. Key Unit competence	61
4.2. Prerequisites	61
4.3. Cross-cutting issues to be addressed	61
4.4. Guidance to introductory activity 4	62
4.5. List of lessons/sub-heading.....	63
4.5.1. Jewish faith and Torah.....	64
4.5.2. The Christian faith	66
4.5.3. The six pillars of Islamic faith	68
4.6. Summary of the unit.....	69
4.7 Additional information for teachers.....	70
4.8. Answers to the end Unit assessment 4.....	71
4.9. Additional activities.....	72
4.9.1. Remedial Activities:.....	72
4.9.2. Consolidation activities:	73
4.9.3. Extended activities:	73
UNIT 5: RELIGIOUS TEACHING AND PEACE	74
5.1. Key Unit competence	74
5.2. Prerequisites	74
5.3. Cross-cutting issues to be addressed	74
5.4. Guidance to introductory activity 5	75
5.5. List of lessons/Sub-heading	75
5.5.1. Meaning of Peace and inner peace.....	76
5.5.2. Obstacles to Peace and inner peace.....	78
5.5.3. Religious teaching on Peace	80
5.5.4. Peace and Conflict.....	81
5.5.5. Methods of conflict resolutions.....	83
5.6. Unit summary	85
5.7. Additional information	87
5.8. Answers to the end Unit assessment 5.....	89

5.9. Additional activities	91
5.9.1. Remedial activities:	91
5.9.2. Consolidation activities:	92
5.9.3. Extended activities	93
REFERENCES	94



PART I. GENERAL INTRODUCTION

1.1. The structure of the guide

The tutor's guide of Religious Religious Education for ECLPE, SME, LE option is composed of two parts. Part I gives the General Introduction that discusses methodological guidance on how best to teach and learn Religious Studies teaching methods and practices, developing competences in teaching and learning, addressing cross-cutting issues in teaching and learning and guidance on assessment.

Part 2 deals with Unit development. It provides information on key unit competence, required prerequisites for a successful learning of the unit, guidance on the introductory activity, list of lessons, guidance on how to facilitate different lessons, additional information, end unit assessment and Additional activities which include: remedial activities, consolidation activities and extended activities. All application activities, end unit assessment and additional activities from the textbook have answers in this part.

1.2. Methodological guidance

1.2.1. Developing competences

To sustain achievements in Education, Rwanda introduced the General Education Competence-Based Curriculum (CBC). This Competence Based Curriculum was launched in April 2015 and implemented since 2016. It has been designed to be responsive to the needs of learners, society and the labour market. With a holistic learner-centred approach, it demands major changes in teaching methodology and the use of a wider range of assessment techniques focusing more on formative or on-going continuous assessment. This has implications for teacher education and the necessary provision of support and guidance provided to Colleges to ensure effective implementation.

The teacher is the most important player in improving the quality of education and a key factor in determining the success of the pre-primary and primary learners. It is therefore necessary to equip student teachers with competences that will enable them to effectively implement the Competence-Based Curriculum in pre-primary and primary school.

How to develop competences

Competences are developed over time through the cumulative effect of a competence approach to learning. It should be noted that competences are rarely developed in isolation. They are interconnected and developed simultaneously.

Active involvement in learning is crucial to the success of the competence-based curriculum. Student teachers need to be engaged in challenging, practical, contextualized and complex learning situations through which application of learning is constantly developed. Through active techniques students are required to think critically, carry out research, solve problems, be creative and innovative, communicate and co-operate.

These active techniques may include but not limited to the following: role play, group work, question and answers, field visits, project work, case study, brainstorming, discussions, research work, games and many others. Student teachers should be involved in balanced activities so that the competences are developed in the cognitive, psychomotor and affective domains.

The following example shows how tutors can help student teachers to develop competences.

Example:

- a. The tutor organizes students in groups and gives an exercise to help in the development of competences in a given topic in Religious Studies. For example, he can ask them to discuss the meaning of environmental sustainability and explain ways of conserving the environment.
- b. The group selects a leader and a secretary to note down points as the discussion progresses.
- c. After the appointed time, the discussions stop and the secretaries from the different groups present their findings.
- d. The competences developed are: Collaboration, Cooperation, Communication, Critical Thinking, Leadership and management, Research and Problem solving and lifelong learning.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of situations. Below are examples of how generic competences can be developed in Religious Studies.

▪ **Critical Thinking**

These are activities that require students to think critically about subject content. Groups can be organized to work in different ways e.g. taking turns, listening, making decisions, allocating tasks or disagreeing constructively.

- Collect data locally through designing surveys, questionnaires, interview formats then analyse data, draw conclusions and present findings.
- Observe, Record, Interpret – e.g. Mark out areas in the school and get different groups to record insect, animal, bird life and then to try to explain why different habitats have different species Experiment.
- Research and Discuss.
- Compare and Contrast Exercises.
- Debate (see communication).
- Identify a Problem and design a methodology to collect the information needed to solve the problem.
- Make teaching using locally available materials.
- Using reasoning games and tests.

▪ **Research and problem solving**

- Use the Internet or library.
- Create a school library.
- Collect data through observation and recording.
- Collect data through surveys, questionnaires and different kinds of interviews.
- Develop sampling rules for data collection.
- Create a teaching aid to explain a concept.

▪ **Creativity and Innovation**

- Design a Poster.
- Write and design a booklet.
- Make a model.
- Create an experiment to prove a point.
- Invent new ways of doing traditional things.

- Develop a graph to illustrate information.
- Create a flow chart to show the main stages in a process.
- Design a data collection survey/questionnaire.
- Identify a problem which requires data collection to solve.
- Conduct experiments with objectives, methodology, observations, results, conclusions.
- Make hypotheses and identify ways to test them.
- Identify local problems and devise ways to resolve them.
- Create a teaching aid to explain a concept.

- **Communication Skills**

- Describe an event or situation.
- Present ideas - verbally, in writing, graphically, digitally.
- Set out pros and cons.
- Argue a case – verbally, in writing, graphically (compare and contrast), digitally.
- Observe, record, interpret.
- Write letters for different purposes.
- Cooperation, personal and interpersonal management and life skills
- Pair work
- Small group work
- Large group work
- Data collection from the community
- Collect community photographs and interview residents to make a class/school history of the local community

Note: The tutors' Guide should improve support in the organisation and management of groups

- **Lifelong Learning**

- Take initiative to update knowledge and skills with minimum external support.
- Cope with the evolution of knowledge and technology advances for personal fulfilment.

- Seek out acquaintances more knowledgeable in areas that need personal improvement and development.
- Exploit all opportunities available to improve on knowledge and skills.

1.2.2. Addressing cross cutting issues

One of the changes brought about by the Competence Based Curriculum is the integration of cross cutting issues as an integral part of the teaching and learning process - as they relate to and must be considered within all subjects to be appropriately addressed. Some cross-cutting issues may seem specific to a particular unit but the tutor needs to address all of them whenever an opportunity arises. In addition, student-teachers should always be given an opportunity during the learning process to address these cross cutting issues both within and out of the classroom.

▪ Peace and values Education

The overall purpose of Religion and Ethics is the behavioral and positive attitude change in the learners. In all activities, after exploring the Holy Scripture passages, learners are helped to live and apply what they have learnt in everyday life. Precisely, peace and values education is included in each and every lesson more especially in the application activities and in the end Unit assessment tasks. In some Units, learners are called to practice Unity in diversity and to respect other people's beliefs, and to live in harmony as Children of the same Heavenly Father.

▪ Gender equality

This cross-cutting issue is dealt with in Religion and Ethics especially in the activities of Unit 5 about Christian family where the interdependence and complementarity of family members is highlighted. Involve both girls and boys in all activities: No activity is reserved only to girls or boys. Boys and girls should read equally the Holy Scriptures in the classroom without discrimination. Teachers should ensure equal participation of both girls and boys during reading the Word of God and during carrying out other assigned tasks

▪ Inclusive Education

Involve all learners, even the special needs education students and the physically disabled children, in all activities without any bias. For example: Allow a learner with physical disability (using wheelchair) to take notes or lead during assigned tasks. The needs of every learner should be catered for.

- **Standardization culture**

All lessons involve scripture readings from which we get the moral behavior to adopt in our daily life. Students are invited to stick and stand for their values. Decision making and right use of the conscience will help them to live a standard life in matters of morality and avoid dichotomous life.

- **Environment and sustainability**

In all lessons imbedded in TMP religious studies, the teacher encourages learners to recognize the importance of nature and the interdependence of all creatures should be upheld to enhance peaceful coexistence. Hence, learners glorify God by protecting and respecting his creatures and taking positive attitudes of beautifying the world. Learners are encouraged to uphold the harmony and peace between all creation.

- **Financial education**

Financial education is very necessary for students in gaining and spending money. Learners are encouraged to have a reasoned spirit in gaining and spending money. Earning money should be just and fair. Spending money should be reasonable by remembering the values of indifference and modesty.

- **Comprehensive Sexuality Education**

Comprehensive sexuality education (CSE) is defined as an age-appropriate, culturally relevant approach to teaching about sex and relationships by providing scientifically accurate, realistic and non-judgmental information. The primary goal of comprehensive sexuality education curriculum is to equip children, adolescents and young people with the knowledge, skills and values in culturally and gender sensitive manner so as to enable them to make responsible choices about their sexual and social relationships, explain and clarify feelings, values and attitudes, promote and sustain risk-reducing behaviour.

CSE requires child centred and experiential learning methodologies to allow children to acquire lifelong skills and competences to be applied in life

Teachers should explore all social norms and religious values and factors related to sexuality in order to address them through discussions, case studies, storytelling, field study.

Teachers should consider views from learners about their sexual life and reproductive health, as opportunities to build on in discussion.

Teachers should assist children and young people to establish goals and make decisions related to parenthood and to encourage them to achieve their goals, Religion, culture and media influence learners' attitudes and behaviour. The teacher has to engage learners to take advantage of them and take informed decision for their positive life.

In addressing comprehensive sexuality education, the teacher should use rights-based approach in which values such as honesty, respect, acceptance, tolerance, equality, empathy and reciprocity among others are promoted and linked to human rights; so a teacher has to be role model in words and actions to promote those values.

A teacher has to avoid harassment, any kind of gender-based violence like sexual abuse and "bad touches".

- **Genocide Studies**

Genocide Studies provides learners with an understanding of the circumstances which lead to genocide and those which led to the 1994 genocide against Tutsis. It also provides an understanding of the circumstances that led to the remarkable story of recovery and establishment of reconciliation, social cohesion and national unity in Rwanda. Genocide Studies helps student teachers to comprehend the role of every individual in ensuring that genocide never happens again. This has a strong relationship with peace and values education.

The methodological approach to integrate Genocide Studies and Peace Education is done through case studies, testimonies and storytelling approach.

Facilitation of a participatory and interactive learner-centred approach to teaching and learning using a variety of resources to support the learning of peace building-specific information, concepts, skills, and attitudes in an integrated manner. To cement what the student teachers acquire from case studies and testimonies, it is good to back information with the Word of God about respect of human rights and 10 commandments.

1.2.3. Attention to Special Educational Needs specific to each subject

When we think about inclusive education, we often just think about getting children *into school*, i.e. making sure they are physically present in school. However, we also need to ensure that children are *participating* in lessons and school life and that they are *achieving* academically and socially as a result of coming to school.

So we need to think about presence, participation and achievement.

Some people may think that it is difficult to address the needs of a diverse range of children. However, by working as a team within your school, with support from families and local communities, and by making small changes to your teaching methods, you will be able to meet the needs of all children – including those with disabilities. The student-teachers should be prepared to address special educational needs by copying the best practices from their tutors. Hereafter are some guiding tips that tutors can apply while addressing special educational needs:

Tutors need to:

- Remember that student teachers learn in different ways; therefore they have to be offered a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities).
- Always demonstrate the objective of the activity; show student-teachers what s/he expects them to do.
- Vary their pace of teaching to meet the needs of each student teacher. Some Student-Teachers process information and learn more slowly than others.
- Use a clear and consistent language – explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a Student-Teacher who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything for the Student-Teacher. Both Student-Teachers will benefit from this strategy.
- Have a multi-sensory approach to your activities.

Below are strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each Student-Teacher is unique with different needs that should be handled differently.

Strategies to help Student-Teachers with physical disabilities or mobility difficulties:

- Adapt activities so that Student-Teachers who have difficulty moving, can participate.

- Provide adapted furniture to assist– e.g. the height of a table may need to be changed to make it easier for a student teacher to reach it or fit their legs.
- Encourage peer support – friends can help friends.

Strategies to help Student-Teachers with hearing disabilities or communication difficulties

- Always get the Student-Teacher’s attention before you begin to speak.
- Encourage the Student-Teacher to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Keep background noise to a minimum.

Strategies to help Student-Teachers with visual disabilities

- Help Student-Teachers to use their other senses to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- Make sure the Student-Teacher has a group of friends who are helpful.

Adaptation of assessment strategies

Each unit in the Tutors’ guide provides additional activities to help Student-Teachers achieve the key unit competence. Results from assessment inform the tutors which Student-Teacher needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of Student-Teachers; slow, average and gifted Student-Teachers respectively.

1.2.4. Guidance on assessment

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/ **Continuous/ formative assessment** intends to improve Student-Teachers’ learning and tutor’s teaching whereas assessment of learning/summative assessment intends to improve the entire school’s performance and education system in general.

Continuous/ formative assessment

It is an ongoing process that arises out of interaction during teaching and learning between. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process. The tutor should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods. The practical teaching skills will be assessed during regular activities such as micro-teaching, weekly teaching practices and school attachment.

Summative assessment:

The assessment can serve as summative and formative depending on its purpose. The end unit assessment will be considered summative when it is done at the end of unit. It will be formative assessment, when it is done in order to give information on the progress of students and from there decide what adjustments need to be done. The assessment done at the end of the term or end of year, is considered as summative assessment so that the tutor, Colleges and parents are informed of the achievement of educational objectives and think of improvement strategies where applicable. There is also end of level/ cycle assessment in form of national examinations. Assessment of practical teaching skills will be done as planned in comprehensive assessment guidelines.

1.2.5. Students' learning styles and strategies to conduct teaching and learning process

There are different teaching styles and techniques that should be catered for. The selection of teaching methods should be done with the greatest care and some of the factors to be considered that are: the uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; available instructional materials; the physical/sitting arrangement of the classroom, individual students' needs, abilities and learning styles. There are different learning styles depending on learners. The tutor should use a wide range of techniques and tools to cater for different specificity of learners.

1.2.6. Teaching methods and techniques that promote active learning

The different student learning styles mentioned above can be catered for, if the tutors use active learning whereby Student-Teachers are really engaged in the learning process.

What is Active learning?

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

The role of the tutor in active learning

- The tutor engages Student-Teacher through active learning methods such as inquiry methods, group discussions, research, investigative activities and group or individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Tutor supports and facilitates the learning process by valuing Student-Teachers' contributions in the class activities.

The role of Student-Teachers in active learning

Student-Teachers are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. A Student-Teacher engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation)
- Actively participates and takes responsibility for their own learning
- Develops knowledge and skills in active ways

- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking
- Draws conclusions based on the findings from the learning activities.

Main steps for a lesson in active learning approach

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main parts and their small steps:

1. Introduction

Introduction is a part where the tutor makes connection between the current and previous lesson through appropriate technique. The tutor opens short discussions to encourage Student-Teachers to think about the previous learning experience and connect it with the current instructional objective. The tutor reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequences.

2. Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

▪ Discovery activity

Step 1

- The teacher discusses convincingly with students to take responsibility of their learning
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned)

Step 2

- The teacher lets the students work collaboratively on the task.

- During this period the teacher refrains to intervene directly on the knowledge
- He/she then monitors how the students are progressing towards the knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).
- **Presentation of learners' productions**
- In this episode, the teacher invites representatives of groups to present the students' productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the students' productions.
- **Exploitation of learner's productions**
- The teacher asks the students to **evaluate the productions**: which ones are correct, incomplete or false.
- Then the teacher **judges the logic of the students' products, corrects** those which are false, **completes** those which are incomplete, and confirms those which are correct.
- **Institutionalization (summary/conclusion/ and examples)**
- The **teacher summarises the learned knowledge** and gives examples which illustrate the learned content.
- **Exercises/Application activities**
- Exercises of applying processes and products/objects related to learned unit/sub-unit
- Exercises in real life contexts
- Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

3. Assessment

In this step the tutor asks some questions to assess the achievement of the instructional objective. During the assessment activity, Student-Teachers work individually on the task/activity. The tutor avoids intervening directly. In fact, results from this assessment inform the tutors on next steps for the whole class and individuals. In some cases, the tutors can end with a homework assignment.

PART TWO: SAMPLE LESSON PLAN

The following is a sample lesson plan in Religious Education for TTC/ECLPE, SME and LE Options

School Name: X

Teacher's name: Y

Term	Date	Subject	Class	Unit N°	Lesson Number:	Duration	Class size
3	17/09/2019	Religious Education	Year 1 ECLPE	5	1 of 6	40	40
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		Religious teaching and peace					
Key Unit Competence:		Evaluate the contribution of Religious values to the peaceful life in the society.					
Title of the lesson		Meaning of peace and inner peace					
Instructional Objective		With internet accessibility and different documents from library, student teachers will be able to define the concept of peace and inner peace, discuss the impact of peace in the society, and appreciate the necessity of peace in society.					
Plan for this Class (location: in / outside)		In classroom					
Learning Materials (for all learners)		Sacred texts (Bible, Quran), Religious textbooks, internet, articles, pens, notebooks, manila paper, flipchart.					
References		Bible (John 14:27; James 4:1-3), English Dictionary					

<p>Steps and Timing</p> <p>Introduction 5 Min</p>	<p>Description of teaching and learning activity: In small groups of five, student teachers undertake the activity by observing the image of people having meal together and another one of children and some adults playing football together.</p> <p>Using various resources they will find out the meaning of the terms peace and inner peace, and its importance in society.</p>	<p>Competences and Cross-Cutting Issues to be addressed</p>
<p>Facilitator's/tutor's activities</p> <p>PREAMBLE: Starts with a short song to introduce student teachers in spiritual mode.</p> <p>Asks few questions related to the effects of dispute, conflicts, quarrelling among people.</p>	<p>Student teachers' activities</p> <p>Sing a song that reflects peace.</p> <p>Respond to the question by Student teachers brainstorm on the consequences due to lack of peace. E.g.: anger, bitterness, some psychological diseases, suicides, killings, etc.</p>	<p><u>Cross cutting issues that can be addressed:</u></p> <p>Peace and values education are addressed as student teachers describe their actions and attitudes towards their fellow student teachers, tutors, parents and members of society.</p>

<p>Development of the lesson 30 minutes</p>	<p>Form groups, avail and indicate documents in library that student teachers will use in making research about meaning of peace and inner peace.</p> <p>Guide and orient the research.</p> <p>Orient student teachers' presentations and give comments and feedback after each presentation</p> <p>Internalization</p> <p>Ask Student teachers other questions to master the content</p>	<p>In groups, student teachers search for the meaning of peace and inner peace using dictionaries, textbooks, and internet.</p> <p>Write their findings in exercise notebooks or on piece of papers.</p> <p>Each group presents their findings:</p> <p>Peace means a state of tranquility, quit, and harmony; absence of violence. For instance, a state free from civil disturbance.</p> <p>A state free of oppressive and unpleasant thoughts and emotions.</p> <p>Harmony in personal relations.</p> <p>A state free of war, in particular war between countries.</p> <p>Inner peace is the absence of mental turmoil or anxiety.</p> <p>It refers to a deliberate state of psychological or spiritual calm despite the potential presence of stressors.</p> <p>Respond to the question of fixation: Mention at least five activities or behaviors that can bring peace in school.</p>	<p>As people are different, they need to help each other in order to have complementarity. (Some values are mutual help, sharing, empathy, solidarity, tolerance etc.)</p> <p>Inclusive education is addressed as facilitator/tutor sets the remedial questions for slow learners and when he/she mobilize the gifted learners to help them</p> <p>Gender education is addressed when both boy and girls are asked to present the findings of the group.</p> <p>Generic competences:</p> <p>Co-operation and communication are developed as learners exchange ideas and interact when they are working in group, and by sharing allocated learning materials.</p>
--	--	--	---

APPLICATION AND ACTUALISATION: ask questions about

Possible answers:

- Joining choirs
- Playing different games
- Apologizing
- Forgiving
- Tolerance
- Avoiding revenge
- Etc.

Slow learners respond:

They answer the application questions below:

1. Define the term Peace
2. Distinguish between positive peace and negative peace
3. After defining the term inner peace explain the actions you can carry out to develop inner peace.

Answers to the application questions:

1. The word peace can be defined as a social and political condition that ensures development of individuals, society and nation.

It is a state of harmony characterized by the existence of healthy relationships.

Critical thinking: by looking at the given images where people of different ages play together.

Communication skills by making oral arguments in and presentations in groups and during the whole class.

It is a condition related to the social or economic welfare and equality.

It is also related to a working political order that serves true interests of all.

2. Negative peace implies that there is no visible violence. In this case, there could be lots of unresolved underlying issues that people do not want to talk about.

Positive peace is a situation where there is restoration of relationships, the creation of social systems that serve the needs of the whole population and the constructive resolution of conflicts so that situation does not escalate to open violence

3. Inner peace refers to a state of being mentally and spiritually at peace, with enough knowledge and understanding to keep oneself strong in the face of discord or stress.

One can become instruments of peace, harmony, love and unity in their community through mediation, mobilization, advocacy, ensuring security, creating awareness on human rights.

<p>Conclusion 5 Min</p>	<p>Help student teacher to summarize what they have just learnt.</p> <p>Ask student teacher to write the summary in their notebooks</p> <p>Deliver homework</p>	<p>Summarize the lesson:</p> <p>Meaning of peace and inner peace</p> <p>The word peace can be defined as a social and political condition that ensures development of individuals, society and nation.</p> <p>It is a state of harmony characterized by the existence of healthy relationships.</p> <p>It is a condition related to the social or economic welfare and equality.</p> <p>It is also related to a working political order that serves true interests of all.</p> <p>In the context of intra-national and international relations, peace implies the presence of socio-cultural and economic understanding and unity.</p> <p>Some scholars have differentiated negative peace from positive peace.</p> <p>Negative peace implies that there is no visible violence. In this case, there could be lots of unresolved underlying issues that people do not want to talk about.</p>	<p>Generic competence</p>
------------------------------------	---	--	---------------------------

On the other hand **positive peace** is a situation where there is restoration of relationships, the creation of social systems that serve the needs of the whole population and the constructive resolution of conflicts so that situations do not escalate to open violence. Peace therefore, is a situation that prevails when there exists respectful attention to the legitimate needs and interests of all concerned.

Write the summary in their notebooks

Copy the question of homework:

List three actions that you can do in order to promote the culture of peace at school.

**Lesson
evaluation**

1.1. Key Unit Competence

Describe the structure of the sacred books and highlight their importance in spiritual growth and worship

1.2. Prerequisites:

From their different religions and denominations, the personal researches and the lessons delivered in previous years, student teachers should get information on meaning of different religions and their sacred books, the structure of those books their authorship and their importance to the society

1.3. Crosscutting issues to be addressed:

- Address **peace and values education** as learners highlight the importance of the Holy Scriptures.
- Address **comprehensive sexuality and genocide studies** as you comment on Ten Commandments of God

1.4. Guidance to introductory activity 1

Form the inclusive student teachers' groups and hand out the necessary materials. Make copies of case study and distribute them to different groups. Ask learners to study the causes of John's failure. Locate the time for work and facilitate it. Lead and edit the student teachers' presentations.

Possible answers to introductory activity 1

1. Christian and Latifah succeed in behavior and John failed because the read all subject books including the sacred books where they got good behavioral guidelines
2. The Holy Scriptures influence the discipline of Christian and Latifah because through reading them they got spiritual norms, they found moral and ethical values to follow in daily and scholar life.

3. Some writings are called holy Scriptures because they are Word of God Himself written by hagiographers “sacred authors” (hagios=sacred and graphein= to write).

Those authors were guided by the Spirit of God. The Bible is then the inspiration of God.

4. God did not take materials and wrote the Bible Himself. In addition He never dictated His Word but He inspired His Word in mind of the chosen authors who transmitted it as witnesses and messengers of God.
5. The structure or groups of the biblical books were fixed basing on the relationship, the central theme and on the History. This is an example: the group of Gospel turns around the same theme: life, teachings, death and resurrection of Jesus Christ for human Salvation. The books of the Old Testament talk about the same history: History of God and His people especially the chosen people, Israel.
6. The Holy Scriptures are important at my school, at home and to the society in general because they are: source and authority of our beliefs, they are used in religious and spiritual ceremonies. They are didactic means and they guides for social moralities.

1.5. List of lessons

N°	Lesson title	Learning Objectives	Number of periods:12
1	Holy Scriptures concepts	<p>Knowledge and understanding:</p> <p>Define the concept related to the sacred scriptures.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Contrast inspiration with revelation • Compare the sacred scriptures with other books. <p>Attitudes and values:</p> <ul style="list-style-type: none"> • Show respect towards the Bible and Qur’an. 	5

2	Relationship between the Old and New Testament	<p>Knowledge and understanding:</p> <p>Recall the main parts of the Bible</p> <p>Skills:</p> <p>Explain the link between the Old and New Testament</p> <p>Attitudes and values:</p> <p>Devote to regular reading of scriptures.</p>	1
3	Structure of the Bible	<p>Knowledge and understanding:</p> <p>Recall the structure of the Bible and Qur'an.</p> <p>Skills:</p> <p>Classify the books of the Bible</p> <p>Describe the structure of the Bible and Qur'an.</p> <p>Attitudes and values:</p> <p>Agree to the message from each group of biblical books</p>	4
4	Importance of Holy Scriptures in the lives of the believers	<p>Knowledge and understanding:</p> <p>Identify the importance of the Bible</p> <p>Skills:</p> <p>Explain the importance of scriptures in the life of Believer.</p> <p>Attitudes and values:</p> <p>Appreciate the message from scriptures.</p>	1
	Unit assessment	<p>Key Unit Competence: Describe the structure of the sacred books and highlight their importance in spiritual growth and worship.</p>	1

1.5.1. Holy Scriptures concepts

a) Learning objectives

Knowledge and understanding:

Define the concept related to the sacred scriptures.

Skills:

- Contrast inspiration with revelation
- Compare the sacred scriptures with other books.

Attitudes and values:

- Show respect towards the Bible and Qur'an.

b) Teaching resources

The Bible, copies containing assignment, flipcharts or white sacs and markers are suggested to be used for this lesson.

c) Prerequisites/Revision/Introduction

Student teachers already had information they got from primary religion and social studies, from ordinary level (S2) and from their holy assembly about the Holy Scriptures and the concepts related to them.

d) Learning activities

Guidance:

The lesson will start in library whereby student teachers make research with dictionaries, tablets with internet on the meaning, authorship and importance of Holy Scriptures. Thereafter, the report will be presented to the whole class. Tutor facilitates and edits student teachers' findings.

Answers to the learning activity 1.1

Answer 1

- a. The general meaning of Holy Scriptures is the **sacred scriptures or sacred books**: they are fundamental and authoritative writings that guide religious beliefs, spiritual and moral practices, behavioral and social life of a certain religion. The theistic religions call the Holy Scriptures the Word of God and inspiration of God Himself.

- b. Examples of the Sacred Scriptures:** there is Bible for Christianity; Tanakh within Torah for Judaism; Quran for Islam; Vedas for Hinduism; Tipitaka for Buddhism; and Anaclets Confucianism.

Answer 2

These are some examples of process redaction of some sacred books:

▪ **Bible:**

It was written by different sacred authors (hagiographers), from different area, for different themes but they converge to the same target: to be the religious, moral and obedient people. The authors are not the ones who compile their books to form one Book, the Bible. But the scientific people especially the Doctors of the law amassed the books picked from different areas arrange them (make a list) after judging them to be inspired books (Canonicity). So God did not dictate the Bible

▪ **Quran:**

The Quran started to be revealed to Muhammad by angel Gabriel since 610 after Christ. As long as he predicated his companions wrote down what he said. The recitations were copied onto a variety of materials: papyrus, flat stones, palm leaves, shoulder blades and ribs of animals, pieces of leather and wooden boards. The sayings were also being memorized by Mohammad's followers. After Muhammad died in 632, Abu-Bakr, Muhammad's father in law, became the caliph (religious leader of the Muslims); and there was a small effort to collect the fragments of Qur'anic sayings into a commonplace. But, it wasn't until the fourth leader of Islam, Caliph Uthman, that the whole Qur'an was finally assembled, approved, and disseminated throughout the Muslim world.

▪ **Tanakh:**

The Tanakh is a collection of Jewish texts, and some of its source material serves as the basis for the Christian Bible's Old Testament. Many of the same divine teachings from the Bible are recorded in it.

Answer 3 : The Sacred Scriptures are importance to:

- **Individual:** Sacred Scriptures influence spiritual growth: maturity of faith, prayer, repentance, comfort of Soul, hope
- **School community:** Sacred Scriptures are didactic resources, they are used especially to guide **spiritual and behavioral life** of teachers and student teachers.

- They are used by researchers to prove and defend their results.

- **Society in general:**

They guide **social relationship**: peaceful life, solidarity, kindness and sharing, empathy tolerance, anger control, calling for hardworking, social justice and unity,

They are sources of moralities and values: observe commandments of God, discipline, obedience, hardworking, courage, forgiveness, unity, and self-control.

e) Answers to the application activity 1.1 (from Student teacher's book)

Answer 1.

- a. The Sacred book for Christianity is the Bible** which is divided into two main parts known as Testaments. The Old Testament is formed by four collections (Torah, historical books, wisdom and poetic books and prophetic books) that talk about creation of everything and humanity, the fall of man and the new plan of God to save humanity from sin and from eternal death. The New Testament is too formed by four collections (Gospel, the Acts, the Epistles and the apocalypse) that show the implementation of human Salvation prepared into the Old Testament.
- b. The Sacred book for Islam is the Quran which is a message to be always recited. The Quran** contains 114 Chapters called **Sūrah** subdivided into Verses **āyāt**. The Quran is also divided into 30 equal sections, called **ajiza**. Quran is a book with message without mystery.

Answer 2.

- a. The term Testament** means Alliance or covenant
- b. The Term Authorship** in context of the sacred book refers to the redaction, authors and content they write and the addressee
- c. The term Canonicity** means a process by which a book or a list of books is approved by the Church to be inspired book.

Answer 3.

The apocrypha books are the seven books written in Greek, accepted by Catholic Church as the second Canon but refused by Protestant Church. They refused and called them apocrypha because their origin for them is hidden and their message is doubtful.

Answer 4.

Similarities and differences between the Bible and the Quran

	Similarities	Differences
The Bible	<ul style="list-style-type: none">• Word of God (Allah)• book of God's Revelation• Last judgment and reward	<ul style="list-style-type: none">• A message with many mysteries• One God but Triune
The Quran	<ul style="list-style-type: none">• Sacred book (Quran and Gospel)• Angels and Prophets	Oneness of God (only God)Allah, and His prophet Muhammad PBUH

Answer 5.

My attitude face to the Sacred Scriptures is: to respect not only the sacred book of my religion but also others' religion sacred books. I must also live values from them at school, at home and in the society in general.

1.5.2. Relationship between the Old and New Testament

a) Learning objectives

Knowledge and understanding:

Recall the main parts of the Bible

Skills:

Explain the link between the Old and New Testament

Attitudes and values:

Devote to regular reading of Scriptures.

b) Teaching resources

The use the Bible and student teachers' notebooks are recommended to learn this lesson

c) Prerequisites/Revision/Introduction

Tutor is proposed to use a revision to the previous lesson where the saw the concept of Testament and the structure of the Bible

d) Learning activities

Guidance: after a common reading of Matthew 5:17 invite student teacher to think-pair and discuss the link between the Old and New Testament. Give them time to present their conclusion and edit it.

Answer to the Learning activity 1.2

God stays the same in His character. He showed His love from creation of human kind. He has been Merciful, Protector, Educator and familiar with His people. He promised His people to be their God and to save them from slavery of sin and eternal death. The Old Testament became then a preparation that was accomplished into the New Testament: Jesus Christ became the concluding mean of God's revelation because in Him God proved his deepest love (Jn3:16). The New Testament develops the process within human salvation reached its fulfillment: conception of Savior, birth, growth, teachings, miracles, suffering death and resurrection.

e) Answers to the application activity 1.2

Answer 1. The Alliance between God and His people also known as Alliance at Sinai refers to a mutual engagement between God and His people: to be God provident and Protector and to be obedient people. The sign of that Alliance became **Ten Commandments of God** to them the people said to Moses that they will follow all Words that the Lord ordered.

Answer 2. The sign of the New Alliance was invented when Jesus Christ lastly shared with His Apostles (Last Supper). He sacrificed Himself and He ordered the Church to eternally do likewise (Luke 22:14-19). The breaking of bread (holy meal) known as the Eucharist for some Christian denomination, has been the sign of the New Alliance between Christ and the Church

Answer 3. The link between the Old and New Testament is proved by Jesus Christ Himself. He said He did not come to abolish the Law and the Prophet but to fulfill or explain them. He also said all written in Law and the prophets should be fulfilled (Matthew 5:17; Luke 24:44-46)

Answer 4. God proved His deepest love for humanity when He offered His unique Son to die for universal Salvation (John 3:16)

5. The Old Testament important for Christians. The reasons are many:
They get narration about creation the world, creatures including humanity

The insure themselves that God is immutable. He fulfills what He promised.

They find out the model life from the Patriarchs

They get many values from prophecies and wisdom writings

The Christian morality is guided by Decalogue that is found in Old Testament and summarized in love into the New Testament.

1.5.3. Structure of the Bible

a) Learning objectives

Knowledge and understanding:

Recall the structure of the Bible and Qur'an.

Skills:

Classify the books of the Bible

Describe the structure of the Bible and Qur'an.

Attitudes and values:

Agree to the message from each group of biblical books

b) Teaching resources

The Bible and the student teachers' notebooks can serve to learn this lesson

c) Prerequisites/Revision/Introduction

Tutor is proposed to use a revision on two previous lessons: Scriptures concepts and the relationship between the Old and New Testament.

d) Learning activities

Guidance: in inclusive groups learners are given a question to be discussed. They exchange ideas and thereafter they present their findings.

Answer to the Learning activity 1.2

Two biblical books for each group below are:

- Historical books: book of Joshua and Chronicles
- Pentateuch: book of Genesis and Exodus
- Prophetic books: the Prophet Isaiah and Ezekiel
- Gospel: Gospel according to Matthew and to John
- Letters: Letter to Romans and to Corinthians
- Poetic: Psalms and Song of Salomon
- Wisdom books: Job and Ecclesiastes

e) Answers to the application activity 1.2

Answer 1.

The Old Testament has four collections:

- Torah or Pentateuch: Genesis, Exodus, Leviticus, Numbers and Deuteronomy
- Historical books (12 books): Joshua, judges, Ruth, 1st Samuel, 2nd Samuel, 1st Kings, 2nd Kings, 1st Chronicles, 2nd Chronicles, Ezra, Nehemiah, Esther. The OT of Catholic Bible adds also Tobit, Judith, 1st Maccabees and 2nd Maccabees
- Poetic and wisdom books (5 books): Job, psalms, proverb, Ecclesiastes, song of Songs. Two books are added for Catholic Bible Wisdom, Sirach.
- Prophetic books: 3 Major Prophets (Isaiah, Jeremiah, Ezekiel)
- 14 books as Minor Prophets (Lamentations of Jeremiah, Daniel, Hosea, Joel, Amos, Obadiah, Jonas, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi. The Prophet Baruchi is added in Catholic Bible.

The New Testament has four collections:

1. **Gospel (4 books):** Good Matthew, Mark, Luke and John.
2. **Acts of Apostles** (1 book written by Luke) about birth of the Church and expansion of Good news

3. Epistles or letters: 21 letters or epistles: **13 letters of Paul** including:

- **Oldest letters:** the 1st and the 2nd to Thessalonians written in 50 AD.
 - **Big letters:** the 1st and the 2nd to Corinthians, letter to Galatians, to Philippians and to Romans written between 56-60 AD
 - **Letters of captivity:** letter to Colossians, to Ephesians and to Philemon written between 61-63 AD.
 - **Pastoral letters:** the 1st and the 2nd letter to Timothy, letter to Titus written in 70 AD.
 - **1 letter to Hebrew:** it is probably written by Paul's disciple.
 - **7 Universal letters** including: 2 letters of Peter, 3 letters of John, 1 letter of Jude and 1 letter of James.
- 4. Apocalypse:** 1 book written by John Apostle. It is also called "book of Revelation" aiming at strengthening Faith and hope of Christians exposed to kings and emperors' harassment.

Answer 2.

The book of Apocalypse was written by John Apostle after receiving Christ Revelation at Patmos He is also the author of the 4th book of Gospel and 3 letters. The book of Acts of Apostles was written by Luke, a doctor at Antioch.

Answer 3.

The seven books found in Catholic Bible that are not found in Protestant Bible are: Tobit, Judith, 1st Maccabees and 2nd Maccabees, Wisdom, Sirach or Ecclesiasticus and the prophet Baruchi.

Answer 4.

From the book of Job, I learn to never give up from trials, to formerly stay to God even in pain and sorrow because God never abandons His people who trust in Him. From the book of Daniel I learn to spiritually resist trials: regular prayer, trusting in God, and hope to God's promises. God is then faithful.

1.5.4. Importance of Holy Scriptures in the lives of believers

a) Learning objectives

Knowledge and understanding:

Identify the importance of the Bible

Skills:

Explain the importance of scriptures in the life of Believer.

Attitudes and values:

Appreciate the message from scriptures.

b) Teaching resources

The Bible, the Quran, library, religious textbooks, flipcharts and markers are needed for teaching and learning this lesson.

c) Prerequisites/Revision/Introduction

Student teachers should have information on the meaning of the Holy Scriptures, they can give some examples and they can describe their structures. They can also highlight the fact importance of them according to what they see and hear when they attend prayer

d) Learning activities

Guidance:

Lead student teachers in the library. Give time to exploit different books including the Bible, focusing on their message. In the classroom: Hand out student teachers' books to different group member and precise the time to discuss and to research on importance of the Holy Scriptures to different levels of life

Answer to the Learning activity 1.4

Both the Bible and the Quran like other sacred Scriptures have importance to me **as student teachers:** they help me to grow spiritually: my faith becomes maturity of faith, prayer, repentance, comfort of Soul, hope. They have **importance my school:** Sacred Scriptures are didactic resources and they are used as authoritative guidelines of teachers and student

teachers. They also **adjust harmony and values in the society**: peaceful life, solidarity, kindness and sharing, empathy tolerance, anger control, calling for hardworking, social justice and unity, courage, forgiveness and unity.

e) Answers to the Application activity 1.4

In general, the Holy Scriptures help **to individual**, to be religious, social, moral person. They help **Church and family** to evangelize, to educate mind and faith. They are teaching aids and support document to reinforce friendship, morality, responsibilities and comfort to believers and members' souls. They develop all kinds of values to **the society**: virtues to live and vices to avoid.

1.6. Summary of the unit

By many means including the Holy Scriptures God revealed Himself to humanity (Revelation). The Holy Scripture commonly known as Word of God is human writing but breathed by God (inspiration). The Bible, Quran, Torah are an example of the Holy Scriptures. The Bible is a set of many books of Word of God grouped into two main part called Testaments or covenant. Through history of God and His chosen people (O T) we know how the Salvation was prepared. By the NT the Universal Salvation was fulfilled through Death and Resurrection of Jesus Christ.

Due to the confirmation of accepted as inspired books (Canonicity) we have different canon (Lists) and unequal number of books into different Bibles: Catholic Bible with 73 books and Protestant Bible with 66 books. The Quran (message of God to be recited) was given by Allah to Muhammad but it was written by his disciples. It is formed by 114 Surrat. It has message without mystery. It talks about what man can understand and explain. The Torah known as Mosaic Law mainly occupies the prime place in Jewish beliefs. The Holy scriptures are then the sources and educator of our Faith. They are used in different fields. They shape our social and spiritual relationship.

1.7. Additional information for the teacher

How to read and to interpret the Bible

To understand a literary kind requires entering in writer's spirit or mind. To understand the Bible, a reader is proposed to enter in intention of author in his time and to relate it with his/her time.

The Bible was written under guidance of the Holy Spirit. The same Spirit is necessary to a reader in order he/she understand the message in the past and its correspondence in present time. To interpret the Bible then requires to study literary kind used by author and to pay attention on the style of narrating in the time of author.

1.8. Answers to the end unit assessment 1

Answer 1.

Testament means alliance or covenant, it refers to a pact between God and people basing on obedience of laws, monotheism, and protection and remembering

Revelation means how God reveals to human. The main means of divine revelation are God's creatures, the Scriptures and his Son and the prophets according to the beliefs

Canonicity means a process by which a book or a list of books is accepted by the Church as inspired book.

Answer 2.

The main parts of the Bible are linked to human Salvation: the Old Testament prepared while the New Testament came to fulfill. So the Salvation was fulfilled in Jesus not in Isaac

Answer 3.

The sacred book for Muslim is the Quran. It is formed by 114 surat grouped in 30 sections. The main message of the Quran is to worship only one God, Allah. There is no mystery in message of the Quran. Everything in the Quran means God or human.

Answer 4.

The apocrypha books are 7 books which where written in Greek accepted by Catholic Church as the second Canon but refused by Protestant Church: they are Tobit, Judith, 1st Maccabees and 2nd Maccabees, Wisdom, Sirach or Ecclesiasticus and the prophet Baruchi.

Answer 5.

The letters of Paul are 13 classified like this:

- **Oldest letters:** the 1st and the 2nd to Thessalonians written in 50 AC

- **Big letters:** the 1st and the 2nd to Corinthians, letter to Galatians, to Philippians and to Romans written between 56-60AC
- **Letters of captivity:** letter to Colossians, to Ephesians and to Philemon written between 61-63 AC
- **Pastoral letters:** the 1st and the 2nd letter to Timothy, letter to Titus written in 70 AC

The main message of Paul's letters is to create unity of believers, call to leave idols, encourage people to have strong faith, live peaceful life and respect between leaders and believers, call to sharing, to work and to be aware of wrong teachings.

Answer 6.

The Holy Scriptures are important to lives of people in general because they are source of and educators of faith; they are moral and spiritual guidance.

They are used to regulate social relationship and family responsibility. They used in different research and they are used as teaching aids?

1.9. Additional activities

1.9.1. Remedial Activities

1. Give the general meaning of the Holy Scriptures and the examples you know
2. Who wrote the Bible and the Quran?
3. What are the content of the Torah?
4. Mention different means of God's revelation
5. Identify the importance of the Holy Scriptures to you

Answers to remedial activities

1. The holy scriptures are the sacred books used by religions as guidelines and fundamental source of beliefs
2. The Bible was written by different sacred authors. They wrote in their cultures but the message was inspired by God. The Quran was written by Muhammad's disciples.
3. The Torah known as Pentateuch or Law of Moses is formed by book of Genesis, Exodus, Leviticus, Numbers and Deuteronomy
4. The means of God's revelation are many according to beliefs. We can say: Creatures, sacred Scriptures and His Son and the Prophets

5. The sacred Scriptures help me to understand my religion and my beliefs. By them I become social, moral and I spiritually develop myself.

1.9.2. Consolidation activities

1. With a biblical verse prove that God reveals Himself by His sacred book
2. Discuss the Canon of Alexandria and the Deuterocanonical
3. Why is 622 considered as beginning of Muslim era?
4. What is the Golden and Silver rule?

Answers to Consolidation activities

1. These verses prove that God reveals himself in Sacred Scriptures: Jesus said “whoever sees me sees the one who sent me” John 12:45, He added I am the Way; the Truth and the life (John 14:6)
2. The canon of Alexandria is a translation of Hebrew Canon into Greek made in Egypt for the Jewish people who were in Diaspora. This canon was called Greek Canon or Septuagint.
3. The year 622 is considered as beginning of Muslim era because it is linked with **Hijrah** that became the beginning of Muslim calendar. This year became also the first time the community ran to Islamic lines. 622CE became the 1AH (*1anno Hegirae*) for the Muslims.
4. Silver Rule is like an inverse of the Golden Rule to remind us **not to do what we would prefer not to happen to us** while the Golden Rule is “**do to others what you would have them do to you, for this sum up the law and the Prophets**” (Matthew 7:12).

1.9.3. Extended activities

Question: Exploit the Bible and find out different literary kinds were used by different authors.

Answer: Into the Old Testament we find such literary kinds: stories, laws, poems, oracles of Prophets, wisdom writings and songs. Into the New Testament we find: the parables, the Acts, speeches, controversy, summaries, stories of miracles and of mission, apocalyptic with images, symbols, figures.

UNIT 2:

BIRTH OF CHRISTIANITY AND ISLAM

2.1. Key Unit competence

Explain the origin of Christianity and Islam

2.2. Prerequisites

Student teachers should have information about Christianity (Jesus Christ and His teachings, miracles He performed, process and fulfilment of Salvation) and Islam (information about Muhammad, some Islamic concepts and pillars)

2.3. Crosscutting issues to be addressed:

Address **peace and values** education as you develop Christian values and virtues.

2.4. Guidance to introductory activity 2

This introductory activity will be discussed in group whereby student teachers remind, exchange ideas on founders, fundamental beliefs, leaders' hierarchy, headquarters, public foundation where possible and believers. The group secretary will write the group agreement and represent it to the whole class

Possible answers to introductory activity 2

Religious institutions Christianity: Jesus became the founder of Christianity, the fundamental rules are Decalogue. The inauguration day of Christianity is the Pentecost Day. The members are called Christians while the ultimate aim is to reach eternal life in Heaven. The Christian sacred book is the Bible. The basis of Christian Faith is to believe in life, suffering, death and resurrection of Jesus Christ.

Islam was founded by Muhammad after he received the Allah's will through angel Gabriel. Islam means submission and the believers are called Muslims. The highest Muslim headquarters is Mecca while the sacred book is the Quran. Islamic teachings always turn around the uniqueness of God. The Muslim beliefs are based on six pillars while Islam itself is based on the five pillars declared and commanded.

2.5. List of lessons

N°	Lesson title	Learning Objectives	Number of periods:8
1	Christianity	<p>Knowledge and understanding:</p> <p>Recall the work of John Baptist mission and teachings.</p> <p>Summarize the biography of Jesus for Christians and Muhammad for Islam.</p> <p>Skills:</p> <p>Explain the event of Pentecost as official beginning of the church.</p> <p>Attitudes and values:</p> <p>Appreciate the work of the Holy Spirit.</p>	4
2	Islam	<p>Knowledge and understanding:</p> <p>Explain the Muslim era</p> <p>Skills:</p> <p>Identify the 5 pillars of Islam.</p> <p>Explain the origin of Christianity and Islam</p> <p>Compare common aspects of belief between Islam and Christianity</p> <p>Attitudes and values:</p> <p>Respect the religious models' faith and actions.</p> <p>Live values from religious beliefs.</p>	3
3	End unit assessment	KUC: Explain the origin of Christianity and Islam	1

2.5.1. Christianity

a) Learning objectives

Knowledge and understanding:

Recall the work of John Baptist mission and teachings.

Summarize the biography of Jesus for Christians.

Skills:

Explain the event of Pentecost as official beginning of the church.

Attitudes and values:

Appreciate the work of the Holy Spirit.

b) Teaching resources

The Bible, the flipcharts and markers are necessary to the learning process of this lesson

c) Prerequisites/Revision/Introduction

Diagnose prerequisites from student teachers about Christianity, its public foundation, its teaching, etc.

d) Learning activities

Guidance: Working in inclusive groups can help student teachers to find out in Christianity the images of highlighted words in a given passage. Each group will present the consensus in order the class, helped by tutor reach the common understanding.

Answer to the Learning activity 2.1

- **Public institution** has the image of the universal Church.
- **High government authority** has the image of Jesus Christ the founder of the Church.
- A **person in charge of protocol who comes before** has the image of John Baptist who came to prepare for the coming of Jesus.
- The **day** of ceremony has the image of the Pentecost (Public foundation of the Church).

- The **mission of inaugurated institution** has the image of the mission left to the Church by Jesus Christ.
- The **local leaders** are compared to the Apostles who received the strength of the Holy Spirit.
- **Strength** has the image of the power of the Holy Spirit.
- **Values, advices and mission** have the image of Christian values, observe the commandments and continue to spread Good News.

e) Answers to the Application activity 2.1

- The teachings of John the Baptist help me to live in the society by the following Christian values: regular repentance, humility, sharing, and respect of human life.
- Summary of the biography of Jesus
 - His parents: Mary and Joseph descended from King David.
 - Birth time: Under the reign of King Herod, the great
 - Birth place: Bethlehem
 - Exile: in Egypt.
 - Growth place: Nazareth
 - Starting of public mission: At 30 year old He started teaching in Galilee and the message was to call for repentance and believing in the Gospel because the Kingdom of God is at hand (Mark1:14-15).
 - He chose 12 Apostles (Mark3:13-19). He performed many miracles and He used to teach in parables (comparisons aiming at teaching).
 - At 33 years old He concluded the process of Salvation: He offered Himself at the Last Supper. It follows his crucifixion on Calvary, His death and Resurrection after three days.
- Jesus accomplished His Mission when He accepted to redeem humanity through His Death and Resurrection
- The basis of Christian teachings believes in Jesus the Son of God, Who, by the Holy Spirit showed the love of God and finally rose again at the third Day.

- The Pentecost became the public foundation of the Church because the Apostles became fearless and they started implementing the mission of Evangelization
- The Holy Spirit is manifested in my life at school like at home by bearing good fruits: humility, charity and kindness, peace, faithfulness, modesty, empathy etc.

2.5.2. Islam

a) Learning objectives

Knowledge and understanding:

Explain the Muslim era

Skills:

Identify the 5 pillars of Islam.

Explain the origin of Christianity and Islam

Compare common aspects of belief between Islam and Christianity

Attitudes and values:

Respect the religious models' faith and actions

Live values from religious beliefs

b) Teaching resources

The Bible, the Quran, the library, internet and student teachers notebooks can serve more to learn this lesson.

c) Prerequisites/Revision/Introduction

Detect prerequisites already gotten from previous years in different subjects like History; Religion student teachers got information on Islam, its teachings and its sacred book.

d) Learning activities

Guidance: Give time to group student teachers to visit library, read different books, consult internet in order to get information about Islam. Invite group representative to share what they found out in their research.

Answer to the Learning activity 2.2

▪ **Foundation of Islam:**

Islam was founded by Muhammad PBUP who started receiving Allah revelation since 610 BC. He taught people to worship one God “Allah”(Monotheism), to live a peaceful and moral life. The **year 622** is considered as Muslim era or the foundation of Islam. It is linked with **Hijrah** that became the beginning of Muslim calendar. It became also the first time the community ran to Islamic lines. 622CE became the 1AH (*1anno Hegirae*)

▪ **Beliefs of Islam:**

The Islamic faith is based on six pillars such as: beliefs in Allah, beliefs in Angels, beliefs in holy books (Quran and Gospel not the whole Bible), beliefs in Messengers or prophets, beliefs in Last Day and beliefs in predestination. But Islam itself is based on five pillars that follow:

Shahadah: it is a declaration of faith. Shahadah means Witness or Testimony. There is no god except Allah, and Muhammad is His Prophet
Salat (Prayer): every Muslim is called to pray five times per day kneeling towards Mecca.
Sawm: it is an Islamic fasting during the month of Ramadan.
Zakat: it is a practice charitable giving to the poor or alms-giving. It is done in money, materials or services.
Hajj: Pilgrimage to Makkah (Mecca) at least once in lifetime.

- **Sacred book:** the sacred book for Muslim is the Quran whose content was revealed to Muhammad from 610 until 632AC.this content was thereafter written by disciples of Muhammad. The Hadith (2nd after Quran) considered as Muhammad’s interpretation of the Quran play also the significant role to shape the muslim faith and values.

e) Answers to the Application activity 2.2

- **Bismillah:** In the name of Allah, the Merciful, and the Compassionate.
- **Allah:** Name of God in Islam
- **Swalat:** A prayer in Islam
- **Allahu Akbar:** God is the most great

- Values to get from grandfather and uncle of Muhammad is to care orphans and treat every child own child
- The 622 considered as starting of Muslim era because it is linked with **Hijrah** that became the beginning of Muslim calendar. It became also the first time the community ran to Islamic lines. Thus, 622CE became the 1AH (*1anno Hegirae*).
- Help from Muslim pillars: to be monotheism, recognize God as creator, feeling others pain, virtue of charity and consecrate the time to God

2.6. Summary of the unit 2

Christianity and Islam are two among three monotheistic and Abrahamic religions. Christianity was founded by Jesus Christ, a Jewish person by nature, religion and culture. His mission was to bring the Kingdom of God among people in the world. John the Baptist came to prepare for Jesus coming and he became the first announcer of kingdom of God when he called his followers for conversion. The teachings of Christianity are centred then on the role of the Trinity to human Salvation especially through the Death and Resurrection of Jesus Christ. After He rose from the dead, Jesus took 40 days (until the Ascension) to initiate his Apostles to the mission in the entire world. Publically He founded the Church on the Pentecost when He fulfilled the promise (Acts 1:8). He sent the strength of the Holy Spirit in Apostles' hearts on the Pentecost (Acts2:1-13).

Islam that means submission under Allah's law was revealed to Muhammad PBUH through the angel Gabriel since 610 AD. The public and significant conviction and adhesion to Islam is dated in 622 AD: the Muslim era. From Muhammad predication, Islam is based on five pillars: Shahadah, Salat, Sawm, Zakat and Hajj. But, the Muslim beliefs are based on six pillars: beliefs in Allah, beliefs in Angels, beliefs in holy books (Quran and Gospel not the whole Bible and Torah), beliefs in Messengers or prophets, beliefs in Last Day and beliefs in predestination.

2.7. Additional information for the teacher

Halal and Haram

The Quran declares:

“Oh believers, eat of the good things we have provided you and give thanks to God” (**Quran 2:17**).

Lawful to you in the hunting of water-game (fish) and their use as food”
(Quran 5:96)

Forbidden to you are the meat of animals found dead, blood and the flesh of swine, and the meat of animals not blessed in the name of God?
(Quran 5:4)

Muslims consider food as gift from god and a part of God’s creation. Muslims are expected to show their respect to God’s gift by not wasting food and by not being greedy or eating more than is good for them. Simply, Diana Hayden defines **halal** as “**Lawful**” and Haram as “**Unlawful**”. It means which is permitted and described in the Quran. Halal is any object or an action which is permissible to use or engage in according to Islamic law. Example of **haram and halal**: the Quran forbids a few foods and make them **haram**: eating pork, blood, most insects and other animals which are not commanded by God. Vegetables, fish and most meat of animal killed in the way commanded by God are **halal** (Diana Hayden: 2009).

2.8. Answers to the end unit assessment

John the Baptist had the mission of preparing the heart of people in order they received and accepted the Kingdom of God that was ready to be brought by Jesus Christ. The teachings of John the Baptist were about repentance, humility, sharing and not oppressing anyones.

1. Christian faith is based on Death and Resurrection of Jesus Christ for human Salvation. Islamic Faith is based on six pillars: beliefs in Allah, beliefs in Angels, beliefs in holy books (Quran and Gospel not the whole Bible), beliefs in Messengers or prophets, beliefs in Last Day and beliefs in predestination.
2. **a) Biography of Jesus** (His parents: Mary and Joseph descended from the King David).
 - Birth time: Under the reign of King Herod, the great
 - Birth place: Bethlehem
 - Exile: in Egypt.
 - Growth place: Nazareth
 - Starting of public mission: At 30 year old He started teaching in Galilee and the message was to call for repentance and believing in the Gospel because the Kingdom of God is at hand (Mark1:14-15).
 - He chose 12 Apostles (Mark3:13-19). He performed many miracles and He used to teach in parables (comparisons aiming at teaching).

- At 33 years old, Jesus concluded the process of Salvation: He offered Himself at the Last Supper. It follows his crucifixion on Calvary, His death and Resurrection after three days.

b) Short biography of Muhammad:

- Birthplace: Makkah (Mecca) in Arabia about 570 of Christian era.
 - -His father is Abdullah
 - -His mother is Amina who died at 6 years of Muhammad
 - -He was taken in charge by his grandfather Abdul Muttalib who later died
 - -At his 25 years old he had a very happy marriage with khadijah with 40 years old.
 - -Muhammad and the arabs called Hanifs took decision to become monotheist, believing that there was only one God, Allah.
 - -At 40 years old He received a vision from Archangel Gabriel who gave him Arabic word to recite.
 - -On 16th July 622 Muhammad with Abu Bakr set out by night on the journey to Yathrib, late in the honor of Muhammad called **al-Madinah** (the town of prophet). This is what Muslims call **Hijrah that means emigration**.
 - -in March 632 he went on pilgrimage to Makkak (Mecca) for the last time where he delivered a famous speech to his fellow pilgrims. He enforced the five essential practices known as five Islamic pillars. A few months later; **Muhammad died of fever and was buried in Madinah**.
3. In general The role of the Holy Spirit to Church from the Pentecost was:
- To act as advocate, counselor and comforter.
 - To make understanding deeply Jesus' Words and teachings (remind and Explain parables and mystery such death and Resurrection and holy Trinity).
 - To reveal the truth about God and His Word then to fight against heresies.
 - To continue Jesus' work of renewing the people of God for example by forgiving sins (John 20: 22-23) and by others holy and efficacious signs.

- Power to Apostles to be true witnesses of Jesus in Jerusalem, Judaea, Samaria and to the end of the earth (Acts 1:8).
 - Power to discern and find out the sinful hearts: cheating of Sapphira and Annanias (Acts 5:1-11).
 - To fill His gift in hearts of believers. Those gifts are: Wisdom, Understanding, Counsel, Fortitude, Knowledge, Fear of the Lord, and Piety. There are also gift of faith as total confidence in God, of performing miracles, of prophecy, of distinguish spirits, of speaking in tongues and of interpretation of them.
4. The hygiene of Mosque and cleanness of body before a prayer symbolize total submissiveness and respect to Allah.
 5. The letters added to the name of Prophet Muhammad are **PBUH: Peace and Blessings Be Upon Him**.
 6. The link between the Quran and the Hadith is: Hadith helps us to understand Quran while Quran explain hadith. Hadith are like commentary of the Quran.

2.9. Additional activities

2.9.1. Remedial Activities

- a. Explain the name Christians mean and where was firstly used?
- b. Identify the denominator of all Christian denominations about beliefs
- c. Prove that the Holy Spirit is into you (Three reasons)
- d. Who is Muslim?
- e. What do you understand by Muslim Hijrah
- f. What at least three values you get from Islam to live at your school and at home

Answers to remedial activities

- a. The name Christians mean all disciples/believers of Christ. It was firstly used at Antioch (Acts 11: 25-26)
- b. The denominator for all Christian denominations is to believe the Death and resurrection of Jesus Christ for human Salvation
- c. The Holy Spirit into me is shown by good behaviours among others: love, peace, joy, empathy etc.

- d. A Muslim means Surrender to Allah's law
- e. Muslim Hijrah means the Muhammad's exile from Mecca to Madinah(emigration) with his companions to escape his enemies.
- f. From Islam I learn values of Fasting for helping, of praying and helping poor people

2.9.2. Consolidation activities

- a. Recall the pillars of Islam
- b. Explain this Islamic term: du'a, Salam, imam and wudu
- c. Identify the phases of Salat
- d. What do you understand by Sunnah?

Answers to Consolidation activities

1. The pillars of Islam are: Shahadah (La ilaha illallahu Muhammad-ur-rasulallah), salat, sawm, zakat and Hajj.
2. du'a:
 - A personal prayer
 - Salam: peace
 - Imam: a leader of a prayer, or the one stands in the front of other worshippers.
 - Wudu: washing that Muslims perform before prayer
3. The phases of salat: Fajr: the Morning Prayer between dawn and sunrise, Zuhr: prayer of after midday, during the early afternoon, Asr: prayer of the late afternoon, Maghrib: prayer of just after sunset and Isha: the night prayer.
4. Sunnah is Arabic word that means tradition or way. It refers then to the way of the Prophet Muhammad: Words and actions that characterized the life of Muhammad which are considered as good model to Muslims in their own lives.

2.9.3. Extended activities

Question: helped by different resources differentiate between the Haram and Halal with clear examples.

Answer:

Halal is “**Lawful**” while **Haram** is “**Unlawful**” according to the Quran. Halal means which is permitted and described in the Quran. Halal is any object or an action which is permissible to use or engage in according to Islamic law. Example of **haram**: eating pork, blood, most insects and other animals which are not commanded by God. Example of Halal: Vegetables, fish and most meat of animal killed in the way commanded by God.

UNIT 3:

GOD'S COMMANDMENTS

3.1. Key Unit competence:

Assess the practice of supreme commandment and the Golden rule in various religious teachings.

3.2. Prerequisites:

Student teachers are able to recite the commandments of God: they learnt them from primary religion and social studies. They also have information about New and Greatest commandment given to the Church by Jesus Christ. They already learnt different religions, their beliefs and their Sacred Scriptures.

3.3. Crosscutting issues to be addressed:

In this unit God's Commandments, it will be easy to address the following crosscutting issues: **peace and values education** as you teach the Golden rule; **comprehensive sexuality and genocide Studies** as recalling the Commandments like: you shall not commit adultery and you shall not murder.

3.4. Guidance to introductory activity 3

Ask student teachers to pair and remind one another to Ten Commandments of God. Write them on the blackboard and form student teachers inclusive groups. Ask each group to show how each commandment reflects love. Invite student teachers to present their work

Possible answers to introductory activity 3

This is how all commandments are hanging on love:

1. We love God when we uniquely trust, pray God (monotheism)
2. We love God when we do not substitute Him by different daily idols (misuse of money, pride, richness, technology).
3. We love God when we correctly use the name of God (use it when we pray, sing for Him, praising, worship and adoring Him).

4. We love God when we consecrate the day to Him in order to thank Him and to continue the work He started.
5. We love God when we honour everybody without distinction.
6. We love God when we respect all human right including life.
7. We love God when we live sexual chastity.
8. We love God when we are truthful and honest.
9. We love God when we respect others' property.
10. We love God when we love others as you love yourself.

3.5. List of lessons

N°	Lesson title	Learning Objectives	Number of periods:6
1	God's Commandment and their categories	<p>Knowledge and understanding: List correctly the 10 God's commandments</p> <p>Skills: Categorize the ten God's commandments.</p> <p>Attitudes and values: Respect the God's commandments</p>	1
2	The Greatest Commandment	<p>Knowledge and understanding: Identify the love commandment.</p> <p>Skills: link the greatest commandment to other commandments.</p> <p>Attitudes and values: Appreciate the importance of great commandments in relation to believer commitment.</p>	1

3	The Golden rule in various religions	<p>Knowledge and understanding:</p> <p>Recite the Golden rule</p> <p>Skills:</p> <p>Interpret the meaning of Golden rule in different religions</p> <p>Compare the concept of Golden rule in different religions and its application in daily life.</p> <p>Attitudes and values:</p> <p>Manifest love to one another.</p>	3
4	End unit assessment	KUC: Assess the practice of supreme commandment and the Golden rule in various religious teachings.	1

3.5.1. God's Commandments and their categories

a) Learning objectives

Knowledge and understanding:

List correctly the 10 God's commandments

Skills:

Categorize the ten God's commandments.

Attitudes and values:

Respect the God's commandments

b) Teaching resources

The possible resources for this lesson are the Bible, religious education TTC Year I, **and the** student teachers' notebooks.

c) Prerequisites/Revision/Introduction

Diagnose prerequisites because from primary and Ordinary Level especially S1 the notion of the Commandments of God has seen by student teachers.

d) Learning activities

Guidance:

By pairing in the classroom the student teachers can accomplish this activity in medium time. They orally recite the commandment according to the categories. Secondly, they exploit books and then, they pair by writing and sharing to the whole class the sins we are prevented from by the Commandments of God.

Answer to the Learning activity 3.1

- **The commandment for the relationship between God and people are:**

You shall have no other gods except me

You shall not make an idol for yourself and worship it

You shall not misuse the name of God your God

Remember the Sabbath day and keep it holy

- **The commandments for the relationship between people and people are:**

Honor your father and your mother

You shall not murder

You shall not commit adultery

You shall not steal

You shall not give false testimony against your neighbor

You shall not covet

- **The commandments below prevent us from some sins:**
- **Honor your father and your mother: it prevents us from sin of disobeying parents, school leaders and disobeying all God's instructions**
- **You shall make for yourself an idol and worship it: it prevents us from sin of forgetting God and considering other things like our gods: love money more than God and people. To be slavery of earthly things**

e) Answers to the Application activity 3.1

1. The Commandments of God that prevents us from the mentioned sins in Q1 (Student teachers' book):
 - You shall not steal
 - Honour your father and your mother
 - You shall not murder
 - You shall not commit adultery
2. The category and dimension for each commandment below:
 - Remember the Sabbath Day, the Day of the Lord and keep it holy: **Obligation**
 - You shall not give false testimony against your neighbour: **Forbidden**
 - Honour your father and your mother: **Obligation**
 - You shall not steal: **Forbidden**
3. We sometimes substitute God by money: When we kill a person created by God for reason of getting his/her money. We sometimes substitute God by honour we cause conflict by struggling for places of honour in politics

3.5.2. The Greatest Commandment

a) Learning objectives

Knowledge and understanding:

Identify the love commandment.

Skills: link the greatest commandment to other commandments.

Attitudes and values:

Appreciate the importance of great commandments in relation to believer commitment.

b) Teaching resources

Mainly the Bible, dictionaries and student teachers' notebooks are needed to learn this lesson.

c) Prerequisites/Revision/Introduction

It is better to make revision to the previous lesson about the commandments of God and their categories

d) Learning activities

Guidance:

In group work student teachers consult dictionaries to get the meaning of the word Constitution. They also discuss what can be considered as constitution in Christian laws and its importance. They present their findings.

Answer to the Learning activity 3.2

- According to Oxford dictionary, Constitution is defined as basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in
- Reasonably, we consider love as the divine constitution (Greatest Commandment) because on love all Commandments are linked and all values, social and spiritual relationship come from.

e) Answers to the Application activity 3.2

1.
 - a. To love God with all your heart means never hide anything from God. He is your best confidant; trust God with your heart.
 - b. To love God with your entire mind means renew your mind with the Word of God and do every thing consciously.
3. To love your neighbour requires receiving love first: it means we give what we have. We must first receive God who is love and He gives us graces to love others and to see them as image of God.
4. We love God through our classmates and neighbours by explaining courses to time takers students, washing clothes to our sick classmates, helping them to reach hospital and to bring food to them.
5. Love God with all our soul means display the fruits of self-control and having a humble spirit. A complete management of our spiritual life, faith, feelings, emotions, and our daily works.

3.5.3. Golden rule in various religions

a) Learning objectives

Knowledge and understanding:

Recite the Golden rule

Skills:

Interpret the meaning of Golden rule in different religions

Compare the concept of Golden rule in different religions and its application in daily life.

Attitudes and values:

Manifest love to one another.

b) Teaching resources

The learning process of this lesson requires the Bible, religious textbooks Year I, flipchart and markers as resources.

c) Prerequisites/Revision/Introduction

Tutor is recommended to make a revision on the previous lessons of the unit especially on the 10th Commandment that talks about coveting your neighbour's things and about on the second part of the greatest Commandment "love your neighbour as you love yourself"

d) Learning activities

Guidance: The case study will be studied in group work. Student teachers analyse the case about: negative behaviours and qualities of BARIKUNDA among his classmates. They give piece of advice to him about good service to God and to the society. The result are written on flipcharts and presented to the whole class.

Answer to the Learning activity 3.3

Qualities of Barikunda: hard worker, ambitious, competitive, decision maker.

Negative behaviors of Barikunda: selfishness, jealous, uncompassionate, unfriendly and pride

Piece of advice to Barikunda: Barikunda has a good ambition: to serve God and the society. The problem is found in giving service process. There is no reserved place to serve God. We serve God through the people who surround us wherever we are. The love of God is proved exclusively by selfishness, jealousy, hatred, pride, greed etc.

e) Answers to the Application activity 3.3

- Referring to different religions, the Golden Rule is generalized like this: **do to others what you would have them do to you or do not do unto others as you would not want done to you.**
- The Golden Rule in context of empathic essence of morality requires us to feel the others' pain, sorrow, need, doing good for others and avoiding to do bad for other as we would not wish others do it to us.
- To actualise the Golden rule to my school life I engage to respect, love, forgive, listen, give to my neighbors at school as I wish they do the same to me.
- The prayer of St Francis of Assisi is full of values: love; pardon; union; faith; hope; light; joy. To console; to understand; giving to others.

3.6 Summary of the unit 3

To organise people God fixed the Ten Commandments known as Decalogue. These Commandments were given in term of Alliance at Mount Sinai (Exodus 19-20). God wanted to regulate the relationship between Him and His people and the interpersonal relationship. This is the reason the commandments are into two categories

When Jesus came He never rejected any laws but He renew and explain them (Matthew 5:17). Jesus summarized not only the Commandments but also all the contents of Old Testament into one and the greatest: Love God and neighbours (Matthew 22:35-40). We love God we do not see through our neighbour that we see (1John4:12). To love our neighbor means to treat him/her as we wish to be treated by others: This is the Golden rule which is a common doctrine in different religions such Judaism, Christianity and Islam.

3.7. Additional information for the teacher

Other laws given to Israelites

Apart from the Decalogue Israelites were given other laws according to different fields. These are some as we read in Exodus 21 the whole chapter and 23:1-19:

- The laws about Altars and idols
- Laws about Hebrew servant and maidservant or slaves
- Laws about personal injury and sins condemned to death
- Laws about social responsibilities
- Laws about property damage
- Laws about trusts and loan (honesty)
- The social laws
- Laws about three annual festivals (Harvest festival, festival of ingathering, festival of unleavened Bread)

3.8. End Unit assessment 3 (answers)

1. We keep the supreme Commandment of God at school and at home by
 - Trusting God, live with humble spirit, balancing spiritual life and daily life, working consciously, doing according to the will of God
 - Acting with compassion and empathy, serving others, speak kindly, sharing joy and pain, forgiving others
2. The common doctrine from monotheistic religions about the Golden Rule is to consider others as you consider yourself: you cannot reach faith without loving your brothers or neighbors (Islam), you cannot respect Torah without recognition a person next to you as real as you (Judaism), love God through your visible neighbor (Christianity).
3. The commandments of God according to the categories and dimensions

The commandment for the relationship between God and people are:

You shall have no other gods except me (**Obligation**)

You shall not make an idol for yourself and worship it (**Forbidden**)

You shall not misuse the name of God your God (**Forbidden**)

Remember the Sabbath day and keep it holy (**Obligation**)

The commandments for the relationship between people and people are:

Honor your father and your mother (**Obligation**)

You shall not murder (**Forbidden**)

You shall not commit adultery (**Forbidden**)

You shall not steal (**Forbidden**)

You shall not give false testimony against your neighbor (**Forbidden**)

You shall not covet (**Forbidden**)

1. The Prayer of Saint Francis of Assisi is the most important at my school because it develops many values: love; pardon; union; faith; hope; light; joy. To console; to understand; giving to others.
2. The Jewish term Talmud means the central text of Rabbinic Judaism and the primary source of Jewish religious law and Jewish theology. The Hebraic word Rabbi refers to teachers or masters.

3.9. Additional activities

3.9.1. Remedial Activities

- Recall the commandments of God and their categories
- Recite the greatest Commandment of God
- How do you live the Golden rule at school?

Answers to remedial activities

1. Commandments of God and their Categories
 - **The commandment for the relationship between God and people are:**

You shall have no other gods except me,

You shall not make an idol for yourself and worship it,

You shall not misuse the name of God your God,

Remember the Sabbath day and keep it holy.

- **The commandments for the relationship between people and people are:**

Honor your father and your mother,

You shall not murder,

You shall not commit adultery,

You shall not steal,

You shall not give false testimony against your neighbor,

You shall not covet.

2. The Greatest Commandment of God is:

Love the Lord your God with all your heart and with all your soul and with your mind. This is the first and the greatest commandment. The second is like it: love your neighbor as yourself. (Matthew 22:35-40).

3. At school I live the Golden Rule as I respect the rights of my classmates and I love them as I love myself by words and by actions.

3.9.2. Consolidation activities

1. Recognizing that we were loved before motivates us to love others. Explain how God has loved us?
2. Explain loving your God with all your strength
3. What do you understand by ethical principles?

Answers to Consolidation activities

1. The Bible says “Let no debt remain outstanding, except the continuing debt to love one another, for whoever loves others has fulfilled the law” (Roman 13:8). To know that God loved us before (John3: 16), should motivate us to love others.
2. Love God with all your strength means to do what God is calling you to do. Do what you have to do beyond how you feel.
3. The ethical principles mean refers to moral philosophy or principles of God. Some examples are: respect and obedience, kindness and politeness etc.

3.9.3. Extended activities

Question:

The Commandments, other laws, instructions, and values, the New and greatest commandment and other laws are clearly written into the Bible. Discuss why human kinds from Israelites to the nowadays Church are still committing sins while they always read the Bible.

Answer:

The first reason is the human concupiscence as Paul highlighted “For I do not do the good I want to do, but the evil I do not want to do, this I keep on doing” (Rm7:19). The second reason is that people are used to memorize laws in mind instead of write and keep them in their hearts.

4.1. Key Unit competence

Explain the fundamental elements of faith in Judaism, Christianity and Islam.

4.2. Prerequisites

Before undertaking this Unit on Pillars of faith in Abrahamic religions, student teachers should have prior information on the life of Abraham and the general notion on the beliefs of Jewish, Christian and Islamic religions.

4.3. Cross-cutting issues to be addressed

- **Inclusive education:** All student teachers including those with disability are involved in all learning activities, in group discussions, leading the groups and presentations.
- **Gender:** Boys and girls participate in equal way in all learning activities.
- **Peace and values education:** Promotion of peace and values are promoted as student teachers discuss together in groups and arriving at common understanding, and when the idea of everyone is respected.
- **Standardization culture:** This lesson involves scripture readings from which student-teachers get the moral behavior to adopt in their daily life. Student Teachers are invited to stick and stand for their values obtained from the Bible and Quran.
- **Environment and sustainability:** In this unit student teachers glorify God by protecting and respecting his creatures as it is found in the Bible and Quran.
- **Financial Education:** Sound spirit in using money and more especially using it for the wellbeing of others.

4.4. Guidance to introductory activity 4

Student teachers are grouped in small teams of five where with the use of various resources they discuss on the questions in the introductory activity, and then each team presents their findings to the whole class.

Possible answers to introductory activity 4

1. Basing on your experience and using research identify religions found in your community and come up with their fundamental teachings and practices?

Answer: Christians (Catholics, Pentecost Church, Presbyterian Church, Baptist Church, Adventist Church, etc.), Jehovah Witnesses, Islam, Traditional beliefs, etc.

Some are Christians others are non Christians religion. Most of them are monotheistic religions. Christians believe in death, burial and resurrection of Jesus Christ, they consider Jesus as their saviour.

Non Christians like Muslims are monotheistic and consider Muhammad as the last Prophet.

Note: Student teachers can mention other religions or denominations not stated here and tell what they know about their beliefs and practices.

2. Explain what you know about Judaism.

Answer: Judaism is a theistic religion of Jews, which means that they believe in the existence of supreme God who is transcendent. Judaism is a monotheistic religion and Jews consider Abraham as their ancestor. Jewish faith is based on the Torah (the first five books of Moses).

3. Compare the fundamental teachings of Christianity and Islam, and come up with similarities and differences.

Answer:

Beliefs of Christianity: Christianity is an Abrahamic monotheistic religion based on the life and teachings of Jesus of Nazareth.

Christians believe that Jesus is the Christ, the Son of God, and the saviour of all people, whose coming as the Messiah was prophesied in the Hebrew Bible, called the Old Testament in Christianity, and chronicled in the New Testament. Christians believe in the death and resurrection of Jesus Christ who died because of people's sins. Christian denominations believe that Christ is the Word of God incarnated. The Christian faith came from the apostles who had followed Jesus Christ. The word of God about Christ was written in the Holy Scriptures. Thus, Christians also believe in the written Scriptures to nourish their faith.

Beliefs of Muslims:

Belief in the existence and oneness of God (Allah).

Belief in the existence of Angels.

Belief in the existence of the books of which God is the author: the Quran being the sacred book (revealed to Muhammad).

Belief in the existence of all Prophets: Muhammad being the last of them.

Belief in the existence of the Day of Judgment.

Belief in the existence of God's predestination, whether it involves good or bad or pre-ordainment.

Both Christians and Muslims are monotheistic and consider Abraham as their ancestor. I.e. Christianity and Islam are also Abrahamic religions.

The difference is that Muslims do not believe in the deity of Jesus Christ, they consider him as a prophet while Christians believe in Jesus Christ as their prophesied Messiah and saviour.

4. Jesus was born Jews and his parents practised Jewish religion. He used to go the temple and taught people in it including, Jewish leaders. Later Jesus claimed himself to be Messiah, Lord and God.

Many Jews did not believe in Jesus, they are still waiting the coming of Messiah.

Note: Student teachers will give more information the tutor will guide them.

4.5. List of lessons/sub-heading

N°	Lesson title	Learning Objectives	Number of periods: 5
1	Jewish faith and Torah	Knowledge and understanding: List the five books of the Law (Torah). Skills: Discuss the main message from each book of the Law. Attitudes and values: Appreciate the message from the books of the Law	• 1

2	Christian Faith	<p>Knowledge and understanding: Recall the fundamental elements of Christian faith.</p> <p>Skills: Explain the fundamental elements of Christian faith.</p> <p>Attitudes and values: - Respect the elements of his/her faith.</p>	• 2
3	Six pillars of Islamic faith	<p>Knowledge and understanding: Interpret the importance of six pillars in Islam.</p> <p>Skills: Live values from the six pillars of faith.</p> <p>Attitudes and values: Live values from the six pillars of faith.</p>	• 1
	Unit assessment		• 1

4.5.1. Jewish faith and Torah

a) Lesson objectives

Knowledge and understanding: List the five books of the Law (Torah).

Skills: Discuss the main message from each book of the Law.

Attitudes and values: Appreciate the message from the books of the Law

b) Teaching resources

Sacred texts, Religious textbooks, internet, articles, religious maps and pamphlets, animated illustrations...

c) Prerequisites/Revision/Introduction

Tutor introduces the lesson using questions- answers methods. She / He asks questions related to different much known individuals of the Old Testament and how God dealt with them already learnt in previous units.

Student teachers can be asked to remind the story of Moses receiving the Ten Commandments of God on Mount Sinai as learnt and heard in their religious denominations.

d) Learning activities

Guidance to the learning activity 4.1

With the help of the tutor, student learners form groups. In their groups students discuss and research on the first five books of the Bible to discover their importance in Jewish life.

After discussion tutor gives each group an opportunity to present their findings

The tutor gives comments to each group and a summary of the lesson.

Answers to the learning activity 4.1

The three main beliefs at the centre of Judaism are Monotheism, Identity, and Covenant (love of God).

The most important teaching of Judaism is that there is one God, who wants people to do what is just and compassionate.

Judaism teaches that a person serves God by learning the holy books and doing what they teach. These teachings include both ritual actions and ethics.

Judaism teaches that all people are made in the image of God and deserve to be treated with dignity and respect.

Jews believe that God made an agreement called a “Covenant” with Abraham, the ancestor of the Jewish people. The Bible says that God promised to bless Abraham and his descendent if they worshipped God and were faithful to him. God made this covenant with Abraham’s son, Isaac, and with Isaac’s son Jacob who later received another name Israel.

Jews believe that God has given them a special job to repair the world. Their job is to make the world better place with more good in it.

They also believe in Torah the way of life that they must follow.

e) Answers to the application activity 4.1

1. Definitions:
 - a. **Judaism** is a monotheistic religion of Jews, believe in the existence of supreme God who is transcendent and consider Abraham as their ancestor. Jewish faith is based on the Torah (the first five books of Moses).
 - b. **Torah** is a Hebrew term which means “Instruction”, “Teaching” or “Law”. The word Torah has a range of meanings. It can most specifically mean the first five books (**Pentateuch** or **five books of Moses**) of the 24 books of the Hebrew Bible (Tanakh).
3. The five books of the law are Genesis, Exodus, Leviticus, Numbers and Deuteronomy.
4. Laws help to live peacefully in community because by its availability there are what people are allowed to do and others that they are prohibited to do. By observing the law people will have peace among themselves.

4.5.2. The Christian faith

a) Learning objectives

Knowledge and understanding: Recall the fundamental elements of Christian faith.

Skills: Explain the fundamental elements of Christian faith.

Attitudes and values: Respect the elements of his/her faith.

b) Teaching resources

Sacred texts, Religious textbooks, internet, articles, religious maps and pamphlets, animated illustrations...

c) Prerequisites/Revision/Introduction

Tutor will begin the lesson with revision of the previous lesson, Judaism. He / She will ask student teachers few questions on the beliefs on Jewish people as found in the Torah.

d) Learning Activity 4.2

Tutor helps student teachers to form gender balanced and inclusive groups.

They do research on the Christian faith by reading some extracts from the sacred book (Bible) or on the internet.

Answers to the learning activity 4.2

Beliefs of Christianity: Christianity is an Abrahamic monotheistic religion based on the life and teachings of Jesus of Nazareth.

Christians believe that Jesus is the Christ, the Son of God, and the saviour of all people, whose coming as the Messiah was prophesied in the Hebrew Bible, called the Old Testament in Christianity, and chronicled in the New Testament.

Christians believe in the death and resurrection of Jesus Christ who died because of people's sins.

Christian denominations believe that Christ is the Word of God incarnated.

The Christian faith came from the apostles who had followed Jesus Christ.

The word of God about Christ was written in the Holy Scriptures. Thus, Christians also believe in the written Scriptures to nourish their faith.

e) Answers to application activity 4.2

1. The term Christianity means religious beliefs that confess its faith in Jesus Christ.
2. Christians, believe that Jesus is the Christ, the Son of God, and the saviour of all people, whose coming as the Messiah was prophesied in the Hebrew Bible, called the Old Testament in Christianity, and chronicled in the New Testament.
3. Christians have no fundamental reason to live in disunity with one another. By following Christian values people will love God first and love others. As result peace, unity, patience, and other fruits of the Holy Spirit will be observed in the society.

4.5.3. The six pillars of Islamic faith

a) Learning objectives

Knowledge and understanding: Interpret the importance of six pillars in Islam.

Skills: Live values from the six pillars of faith.

Attitudes and values: Live values from the six pillars of faith.

b) Teaching resources

Sacred texts, Religious textbooks, internet, articles, religious maps and pamphlets, animated illustrations.

c) Prerequisites/Review/Introduction

Tutor will begin the lesson with revision of the previous lesson, “The Christian Faith”. He / She will ask few questions on the beliefs of Christians as found in the Bible.

d) Learning Activity 4.3

In their respective groups and using various resources student teachers will do a research on six pillars of Islam and their explanation and their importance. Student teachers will be given time to present their finding.

Tutor will comment on all presentations and after giving the summary of the lesson.

Answers to the learning activity 4.3

Muslims have six main beliefs

- a. Belief in Allah as the one and only God
- b. Beliefs in angels
- c. Beliefs in holy books
- d. Beliefs in the Prophets
- e. Beliefs in the Day of Judgment, the day when the life of every human being will be assessed to decide whether they go to heaven or hell.
- f. Beliefs in predestination. This means that Allah has knowledge of all that will happen.

Muslims believe that it does not stop human being to make free choices.

e) Answers to application activity 4.3

1. The term Islam means submission under Allah's laws
2. Definitions:
 - a. **Quran** (Koran) is the central religious text of Islam, which Muslims believe to be a revelation from God (Allah).
 - b. **Hadith** refers to the record of the words, model life and actions of the Islamic Prophet Muhammad.
3. The Six Islamic pillars of faith:
 - a. Belief in the existence and oneness of God (Allah). Believing in Allah above all else is the first and most important.
 - b. Belief in the existence of Angels, the messengers of Allah.
 - c. Belief in the existence of the books of which God is the author: the Quran (revealed to Muhammad), the Gospel (revealed to Jesus), the Torah (revealed to Moses), and Psalms to David.
 - d. Belief in the existence of all Prophets: Muhammad being the last of them, Jesus the penultimate (second from the last), and Moses sent before them.
 - e. Belief in the existence of the Day of Judgment: in that day, humanity will be divided into two groups: that of paradise and that of hell.
 - f. Belief in the existence of God's predestination, whether it involves good or bad or pre-ordainment.

4.6. Summary of the unit

Judaism is a monotheistic religion of Jews, which means that they believe in the existence of supreme God who is transcendent. Jewish faith is based on the Torah, i.e. the first five books of Moses

Torah is a Hebrew term which means "Instruction", "Teaching" or "Law". The word Torah can most specifically mean the first five books (**Pentateuch** or **five books of Moses**: Genesis, Exodus, Leviticus, Numbers and Deuteronomy) of the 24 books of the Hebrew Bible (Tanakh).

On the other hand Christians believe in the death and resurrection of Jesus Christ who died because of people's sins.

All Christian denominations believe that Christ is the Word of God incarnated. They confess that He came to save them through his Death and resurrection. The Christian faith came from the apostles who had followed Jesus Christ. The word of God about Christ was written in the Holy Scriptures. Thus, Christians also believe in the written Scriptures to nourish their faith.

Islam being another Abrahamic religion has six pillars of faith:

1. Belief in the existence and oneness of God (Allah).
2. Belief in the existence of Angels.
3. Belief in the existence of the books of which God is the author
4. Belief in the existence of all Prophets.
5. Belief in the existence of the Day of Judgment
6. Belief in the existence of God's predestination.

4.7 Additional information for teachers

The Abrahamic religions also refers to collectively as Abrahamism, are a group of Semitic-originated religious communities of faith that claim descent from the Judaism of the ancient Israelites and the worship of God of Abraham. The Abrahamic religions are monotheistic, with the term deriving from the patriarch Abraham (a major biblical figure from the Old Testament, which is recognized by Jews, Christians, Muslims and others).

Abrahamic religions spread globally through Christianity being adopted by the Roman Empire in the fourth century and Islam by the Islamic Empire from the seventh century. Today the Abrahamic religions are one of the major divisions in the comparative religion (along with Indian, Iranian and East Asian religions).

The major Abrahamic religions in chronological order of founding are Judaism (the base of the other religions) in the seventh century BC, Christianity in the first century AD, and Islam in the seventh century AD.

Christianity, Islam and Judaism are the Abrahamic religions with the greatest number of adherents.

4.8. Answers to the end Unit assessment 4

Answers of the end unit assessment 4

1. Definitions:

a. **Judaism:** is a theistic religion of Jews, which means that they believe in the existence of supreme God who is transcendent.

b. **Torah:** is a Hebrew term which means “Instruction”, “Teaching” or “Law”. The word Torah has a range of meanings.

2. The five books of the Torah are: Genesis, Exodus, Leviticus, Numbers, Deuteronomy.

3. Laws are intended to establish peace in society. By observing them people live peacefully.

4. Christians believe in the death, crucifixion, burial and resurrection of Jesus Christ. They confess the following:

Belief in God the Father, Jesus Christ as the Son of God, and the Holy Spirit

The death, descent into hell, resurrection and ascension of Christ

The holiness of the Church and the communion of the Saints

Christ’s second coming, the Day of Judgment, and salvation of the faithful.

5. Christian faith teaches that people must live a peaceful life, where mutual respect and love of God and love of others must characterize the life of Christians.

6. The term Islam means submission under Allah’s laws

7. Definitions:

a. **Quran** (Koran) is the central religious text of Islam, which Muslims believe to be a revelation from God (Allah).

b. **Hadith** refers to the record of the words, actions, and the silent approval of the Islamic prophet Muhammad.

8. The Six Islamic pillars of faith:

a. Belief in the existence and oneness of God (Allah). Believing in Allah above all else is the first and most important.

b. Belief in the existence of Angels, the messengers of Allah.

c. Belief in the existence of the books of which God is the author: the Quran (revealed to Muhammad), the Gospel (revealed to Jesus), the Torah (revealed to Moses), and Psalms to David.

- d. Belief in the existence of all Prophets: Muhammad being the last of them, Jesus the penultimate (second from the last), and Moses sent before them.
- e. Belief in the existence of the Day of Judgment: in that day, humanity will be divided into two groups: that of paradise and that of hell.
- f. Belief in the existence of God's predestination, whether it involves good or bad or pre-ordainment.

4.9. Additional activities

4.9.1. Remedial Activities:

Questions

1. Choose the right answer:
 - a. Judaism is a religion that confesses its faith in Judah son of Jacob.
 - b. Judaism is a religious belief that confesses the faith in Abraham.
 - c. Judaism is monotheistic religion of Jews that consider Abraham as their ancestor.
2. Choose the wrong book of the Pentateuch:
 - a. Genesis
 - b. Exodus
 - c. Acts of the apostles
 - d. Leviticus
 - e. Deuteronomy
3. What do Christians believe?
4. Jesus Christ was crucified on the cross. Yes or Not, and justify your choice.

Answers to remedial activities

1. Judaism is monotheistic religion of Jews that consider Abraham as their ancestor
2. The book is Acts of the Apostles b) The missing book is Numbers
3. Christians believe in the death, burial and resurrection of Jesus Christ. They consider Him as their Saviour and Messiah prophe- sised in the Old Testament.

4. Yes, Jesus Christ was crucified on the cross. Jesus was considered as a criminal and crucifixion on the cross was the hardest punishment he would receive. After He died on the cross, he was buried and on the third day he resurrected from the dead.

4.9.2. Consolidation activities:

Question:

1. What is monotheism?
2. Explain what Abrahamic religion means.

Answer:

1. Monotheism is the belief in one God.
2. The Abrahamic religions refer to collectively as Abrahamism, are a group of Semitic- originated religious communities of faith that claim descent from the Judaism of the ancient Israelites and the worship of God of Abraham. The Abrahamic religions are monotheistic, with the term deriving from the patriarch Abraham (a major biblical figure from the Old Testament, which is recognized by Jews, Christians, Muslims and others).

4.9.3. Extended activities:

Question:

How the fundamental elements of Abrahamic religions contribute to the wellbeing of individuals in their communities?

Answer:

All Abrahamic religions teach their members to love and respect their fellow people. Following this principle promote the sovereignty of each individual. People will live in harmony and mutual respect.

Note: The question is open learners will give different answers.

UNIT 5:

RELIGIOUS TEACHING AND PEACE

5.1. Key Unit competence

Evaluate the contribution of Religious values to the peaceful life in the society.

5.2. Prerequisites

Student teachers have information on the origin and fundamental teachings of Christianity and Islam, the person of Jesus and his mission and, sacred scriptures and the life of Muhammad.

5.3. Cross-cutting issues to be addressed

- **Inclusive education:** All student teachers including those with disability will be involved in all learning activity, in group discussions, leading the group and presentation.
- **Gender:** Boys and girls will participate in the same way in all learning activities.
- **Peace and values education:** More emphasis will be put on the promotion of peace and values education will allow student teachers discuss together in groups and arriving at common understanding, and when the idea of everyone is respected.
- **Standardization culture:** This lesson involves scripture readings from which student Teachers will get the moral behavior to adopt in their daily life. Student Teachers are invited to stick and stand for their values obtained from the different resources, including the Bible and Quran.
- **Environment and sustainability:** In this unit student teachers will glorify God by protecting and respecting his creatures.
- **Financial Education:** Sound spirit in using Money and more especially using money for the wellbeing of others

5.4. Guidance to introductory activity 5

Student teachers are grouped in small teams of at most five members. They will observe the images and then with the use of various resources such as Bible, Quran, English dictionary, internet, etc. they will discuss on the questions in the introductory activity.

Possible answers to the introductory activity 5

5.5. List of lessons/Sub-heading

N°	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods 6
1	Meaning of Peace and inner peace	Knowledge and understanding: Define the concept of peace and inner peace. Skills: Discuss the impact of peace in the society. Attitudes and Values: Appreciate the necessity of peace in society	1
2	Obstacles to Peace and inner peace	Knowledge and understanding: List the obstacles of peace and inner peace. Skills: Analyze the causes and consequences of conflicts Attitudes and values: Appreciate the necessity of peace in society	1
3	Religious teaching on Peace	Knowledge and understanding: Define the concept of peace and conflict. Skills: Discuss the impact of peace in the society. Attitudes and values: Appreciate the necessity of peace in society.	1

4	Peace and Conflict	<p>Knowledge and understanding: Define the concept of peace and conflict.</p> <p>Skills: Analyze the causes and consequences of conflicts.</p> <p>Attitudes and values: Participate actively in the activities of peace building and conflict resolution within the school and his/her community</p>	1
5	Methods of conflict resolutions	<p>Knowledge and understanding: Identify the methods of conflict resolution.</p> <p>Skills: Propose solutions to the conflicts in Rwandan family.</p> <p>Attitudes and values: Show concern on the prevention of conflicts and contribute to promotion of peace in the society.</p>	1
	Unit assessment		1

5.5.1. Meaning of Peace and inner peace

a) Learning objectives:

Knowledge and understanding: Define the concept of peace and inner peace.

Skills: Discuss the impact of peace in the society.

Attitudes and Values: Appreciate the necessity of peace in society

b) Teaching resources:

Sacred texts, Religious textbooks, internet, articles, religious maps and pamphlets, animated illustrations...

c) Prerequisite/Introduction/Review

Tutor introduces the lesson by asking questions related to the consequences that can be resulted from the lack of peace. Student teachers brainstorm on the answers.

d) Learning activity 5.1:

In small groups of five, student teachers undertake the activity by observing the image of people having meal together and the other one of children and some adults playing football together.

Using various resources they will find out the meaning of the term peace and its importance in society.

Groups will present their findings to the whole class and the tutor will give summary of the lesson.

Answers to the learning activity 5.1

The word peace can be understood as a social and political condition that ensures development of individuals, society and nation.

It is a state of harmony characterized by the existence of healthy relationships.

It is a condition related to the social or economic welfare and equality.

It is also related to a working political order that serves true interests of all.

Peace is very important because development is achieved when there is peace. No peace no welfare and everything goes bad.

For example, children go to school when there is peace, tourists visit peaceful places, people invest their money in peaceful countries, etc.

e) Answers to the application activity 5.1

1. The word peace can be defined as a social and political condition that ensures development of individuals, society and nation.

It is a state of harmony characterized by the existence of healthy relationships.

It is a condition related to the social or economic welfare and equality.

It is also related to a working political order that serves true interests of all.

- 2. Negative peace** implies that there is no visible violence such as war. In this case, there could be lots of unresolved underlying issues that people do not want to talk about.

Positive peace is a situation where there is restoration of relationships, the creation of social systems that serve the needs of the whole population and the constructive resolution of conflicts so that situation does not escalate to open violence.

Inner peace refers to a state of being mentally and spiritually at peace, with enough knowledge and understanding to keep oneself strong in the face of discord or stress.

- 3.** One can become instruments of peace, harmony, love and unity in their community through mediation, mobilization, advocacy, ensuring security, creating awareness on human rights.

Note: This question is open; student teachers can give other answers because there many things people can do to develop inner peace. It is for the tutor to see if they relate to the question asked.

5.5.2. Obstacles to Peace and inner peace

a) Learning objectives:

Knowledge and understanding: List the obstacles of peace and inner peace.

Skills: Analyze the causes and consequences of conflicts

Attitudes and values: Appreciate the necessity of peace in society

b) Teaching resources:

Sacred texts, Religious textbooks, internet, articles, religious maps and pamphlets, animated illustrations...

c) Prerequisites/Introduction/Review

The tutor starts the lesson by asking questions related to the previous lesson “Meaning of peace”.

d) Learning activities 5.2

Tutor helps student teachers to form groups. They undertake the activity by observing the two images on the activity 5.2.

Using various resources they will find out the meaning of the term peace and its importance in society.

Groups will present their findings to the whole class and the tutor will comment on each presentation and give summary of the lesson that student teachers will write in their -notebooks.

Answers to the learning activity 5.2

Student teachers will give different answers.

The following factors can be part of the answers:

1. Stress
2. Unforgiving
3. Conflicts
4. Disagreement
5. War
6. Disputes

e) Answers to the application activity 5.2

1. The factors that can influence the lack of inner peace are
 - a. Fear
 - b. Anxiety
 - c. Worry
 - d. Failure to achieve goals

Note: Student teachers may give other answers and the tutor will verify the veracity of the answer and if they are genuine.

2. The failure to develop a number of tips to maintain one's inner peace, he or she will find him/herself dominated by stress and then overloaded by ideas and actions that can lead to a disharmonious life. Being so, inner peace will progressively die and lose its place in one's life.
3. The actions that can develop inner peace
 - Simplification of life
 - Acceptance of others
 - Doing what you enjoy
 - Be careful with your inner peace

Note: Student teachers can give the other right answers.

5.5.3. Religious teaching on Peace

a) Learning objectives:

Knowledge and understanding: Define the concept of peace and conflict.

Skills: Discuss the impact of peace in the society.

Attitudes and values: Appreciate the necessity of peace in society.

b) Teaching resources:

Sacred texts, Religious textbooks, internet, articles, religious maps and pamphlets, animated illustrations...

c) Prerequisite/Introduction/Review

Student teachers have idea on the notion on peace in sacred books. The tutor may ask student teachers to find in sacred books available, references related to peace.

d) Learning activities:

In their groups student teachers use different resources to find out the meaning of the term conflict. They share conflict situations they have experienced whether at school, family, and elsewhere. They also find the causes of conflict.

Each group presents its findings to the whole class and the tutor provides his comments and gives the summary that student teachers will write in their notebooks.

Answers to the learning activity 5.3

God asked Cain why he was angry, and told him that if he would act rightly he would be accepted.

Cain would have listened to God's voice and acting rightly in order to be accepted. He could imitate his brother Abel instead of killing him. This would bring inner peace to him.

e) Answers to the application activity 5.3

1. In biblical view, peace describes the state of those who love the word of God (Psalm 119:165). Peace is the result of God's presence in a person's life as God is the source of Peace Psalm 85:8).
2. The statement means that only a person who has God is the one who has true peace.
3. The word peace appears in both Old Testament and New Testament. Peace is the result of God's presence in a person's life as God is the source of Peace Psalm 85:8). Shalom denotes completion or wholeness.

In the New Testament the primarily Greek word for peace is *eirene*, and it refers to rest or tranquillity. Peace is the state of law and order that gives rise to the blessing of prosperity. It also used to denote peaceful conduct towards others.

Note: Student teachers can give other answers rather than these ones but the tutor will verify their veracity.

5.5.4. Peace and Conflict

a) Learning objectives:

Knowledge and understanding: Define the concept of peace and conflict.

Skills: Analyze the causes and consequences of conflicts.

Attitudes and values: Participate actively in the activities of peace building and conflict resolution within the school and his/her community

b) Teaching resources:

Sacred texts, Religious textbooks, internet, articles, religious maps and pamphlets, animated illustrations...

c) Prerequisite/Introduction/Review

The tutor introduces the lesson by asking few questions on situations known by student teachers about disagreement, disputes, misunderstanding, etc that resulted in conflict.

d) Learning activities:

In their groups student teachers use different resources to find out the meaning of the term conflict. They share conflict situations they have experienced whether at school, family, at school and elsewhere. They also find the causes of conflict.

Each group presents its findings to the whole class and the tutor provides his comments and gives the summary that student teachers will write in their notebooks.

Answers to the learning activity 5.4

A conflict is situation where there is opposition between two persons or entities. It is the result of incompatibility of objectives and manifested behaviours by protagonists. The term conflict comes from the Latin “*conflictus*” which means an “act of striking together”.

There are many causes of conflict including the following: Failure to apologise, Backbiting, Selfishness, Envy, Divisive, Manipulation, Nepotism and tribalism, Prejudice, Lack of self control, Poverty, Injustice etc.

e) Answers to the application activity 5.4

1. **A conflict** is situation where there is opposition between two persons or entities.

A situation of competitive or opposing action.

2. Types of conflict:

- a. **Interpersonal conflicts:** This refers to the conflict between two people.
- b. **Intrapersonal Conflict:** These are the conflicts that occur within an individual.
- c. **Intragroup conflicts:** It is a type of conflict that happens among individuals within a team.
- d. **Intergroup conflict:** This takes place when a misunderstanding arises among different teams within an organization.

The causes of conflict are the following:

- a. Failure to apologise
- b. Backbiting
- c. Selfishness
- d. Envy
- e. Divisive manipulation
- f. Nepotism and tribalism
- g. Prejudice
- h. Lack of self control
- i. Poverty
- j. Injustice

Note: The list is not exhaustive; student teachers can give other causes of conflict.

5.5.5. Methods of conflict resolutions

a) Learning objectives

Knowledge and understanding: Identify the methods of conflict resolution.

Skills: Propose solutions to the conflicts in Rwandan family.

Attitudes and values: Show concern on the prevention of conflicts and contribute to promotion of peace in the society.

b) Teaching resources

Sacred texts, Religious textbooks, internet, articles, religious maps and pamphlets, animated illustrations...

c) Prerequisites/Revision/Introduction

Tutor asks questions on the previous lesson” Peace and conflict” and student teachers answers the question that will enable them to understand the new lesson.

d) Learning activities

In their groups student teachers read the story of Uwineza and Gasimba and answer the related questions.

Each group presents its findings, the tutor gives his comments and summary, student teachers write the summary in their notebooks.

Answers to the learning activity 5.5

1. Yes, it is good to be honest because you live peacefully with your fellow neighbours. You experience inner peace and you are not exposed to dangerous problems.

Honest people are trustworthy and respected in the society. They are understood and have high social status in society.

2. The two classmates were reconciled for the following reasons
 - a. Uwineza and Gasimba had good mediator, Mahoro.
 - b. Gasimba acknowledged the wrong done and accepted to buy five pens to Uwineza.
 - c. The two people in conflict shook hands as a symbol of reconciliation.

Note: Student teachers may give other answers and the tutor verifies their veracity.

e) Answers to the application activity 5.5

1. Conflict resolution methods are the methods used to cope with conflict.
2. Some of the means of conflict resolution are the following:

Mediation or dialogue,

Negotiation,

Arbitration,

Promoting democratic rule,

Counseling

Litigation.

3. The active non-violence method is the personal practice of being harmless to self and others under every condition. The idea came from the philosophy of “abstention from violence: not hurt animals, people and environment.

The **principles** of non-violence method are:

- a. Nonviolence is a way of life for courageous people. It is active non-violent resistance to evil.
- b. Nonviolence seeks to win friendship and understanding. The end result of nonviolence is redemption and reconciliation.
- c. Nonviolence seeks to defeat injustice, not people. Nonviolence recognizes that evildoers are also victims.
- d. Nonviolence holds that suffering can educate and transform. Nonviolence willingly accepts the consequences to its acts.
- e. Nonviolence chooses love instead of hate. Nonviolence resists violence to the spirit as well as the body. Nonviolence love is active, not passive. Nonviolence love does not sink to the level of the hater. Love restores community and resists injustice. Nonviolence recognizes the fact that all life is interrelated.
- f. Nonviolence believes that the universe is on the side of justice. The nonviolent resister has deep faith that justice will eventually win.

4. Effects of Conflict Resolution (individual, family and society)

At the individual level, the person whose conflict is resolved, is peaceful and can work positively and successfully. When he or she has overcome his/her conflicts, he/she becomes a source of benediction for others.

At the family level, the resolution of conflicts creates harmony between family members and enhances their efforts for integral development.

At the society level, conflict resolution contributes to the welfare and development of communities.

5.6. Unit summary

The concept of peace can be defined differently. It is a state of harmony characterized by the existence of healthy relationships. It is a condition related to the social or economic welfare and equality. It is also related to a working political order that serves true interests of all.

In the context of intra-national and international relations, peace implies the presence of socio-cultural and economic understanding and unity.

Some scholars have differentiated negative peace from positive peace.

Negative peace implies that there is no visible violence, while **positive peace** is a situation where there is restoration of relationships, the creation of social systems that serve the needs of the whole population and the constructive resolution of conflicts so that situation do not escalate to open violence.

The term **inner peace** is also used by many people. It is the peace of mind or inner calmness. It can be developed through a kind of exercises and behaviours or discipline.

We notice that stress is the big obstacle of inner peace.

Five actions can develop inner peace. These are *simplification of life*, **acceptance of others**, **forgiveness**, **doing what you enjoy** and being **careful with your inner peace**.

In biblical view, peace describes the state of those who love the word of God. Peace is the result of God's presence in a person's life as God is the source of Peace.

In the Old Testament, the primarily Hebrew word for peace is *shalom*, and it refers to relationships between people (Genesis 34:21), nations (1 Kings 5:12), and God with men (**Psalm 85: 8**). In the New Testament the primarily Greek word for peace is "*Eirene*," and it refers to rest or tranquillity. Peace is the state of law and order that gives rise to the blessing of prosperity.

A conflict is situation where there is opposition between two persons or entities. It is the result of incompatibility of objectives and manifested behaviours by protagonists. The term conflict comes from the Latin "*conflictus*" which means an "act of striking together". **Types of conflict**

Conflicts can be classified in the four types: interpersonal conflicts, intrapersonal conflicts, intra group conflicts and intergroup conflicts.

Here are some Causes of Conflicts: Failure to apologise, Backbiting, Selfishness, Envy, Divisive manipulation, Nepotism and tribalism, Prejudice, Lack of self control, Poverty, Injustice.

Conflicts have consequences. The following are among of them: lack of peace, deaths during wartime, migration, and destruction of infrastructure.

There are several methods used to cope with conflict. Those methods are called Conflict resolution methods. Some of them are: mediation or dialogue, negotiation, arbitration, promoting democratic rule, counseling and litigation.

5.7. Additional information

How to find your inner peace and transform your life

Inner peace is a goal most people strive to reach. While some people seem to find it effortlessly, others struggle day in and day out to create any peace in their life, let alone the kind that comes from deep inside.

Although technical definitions vary, the general definition of inner peace is when your mind and spirit are in harmony.

You are unfazed by stress and negativity and you lack fear, anxiety and worry. In this day and age when life is full of unpleasant surprises and uncertainty, is it a stretch to believe that inner peace is possible?

Although there may be obstacles in your way and barriers to overcome, achieving a life of peace and tranquility is definitely an option.

Here is how:

Call a truce with past mistakes. Let go of things that happened long ago that still disturb you. What purpose does it serve to keep going over them again and again? It is not going to change anything to wish that things had went differently, so call a truce and let them fade away.

Do not think beyond today. It is easy to feel anxious about what tomorrow holds. There are a lot of unknowns out there that are scary to think about, so do not. Keep your focus in the here and now because that is the only thing you can control anyway. Worrying about tomorrow does nothing for you other than waste energy and drains you mentally.

Accept things as they are. Maybe life is not exactly the way you want it. Perhaps you expected to accomplish more at this stage in your life. However, life is what it is for you right now so you need to accept it. If you want to improve your circumstances then do it, but the first step is to acknowledge exactly where you are at – good, bad or indifferent.

Forgive those who have wronged you. When you hold on to anger and resentment towards other people, the only thing it does is allow your soul to fester. It is like a monster that you keep feeding so it gets bigger and bigger. Let the monster go by issuing forgiveness. It doesn't mean

that you approve of what was done; it just means that you're no longer going to let it control your life.

Stay in faith. If you constantly question your actions, you will feel like you are spinning your wheels. You can ask yourself what if this happens, or what if that happens. Keep faith that, for whatever reason, you are exactly where you are meant to be at this moment in time.

Turn down the background noise. It is hard to have peace when you cannot even hear yourself think. Don't be afraid to turn off the TV and radio, shut down the internet and turn off the cell phone. Spend some time in silence and let your thoughts wander naturally.

Simplify your life. When you are focusing on being the spouse, parent or employee that does it all, it can get overwhelming. Cut out the meetings or groups that don't advance your life.

Although it may be difficult to do if you are a "yes" person, you will thank yourself in the end for lightening your load.

Slow down. When you are constantly running from place to place, you do not have time to explore inner peace, let alone achieve it. Create a schedule that gives you ample time to get the important things done and let the non-important things go. Also, set appointments far enough apart so you are not in a bind if something runs over.

Spend time alone. While you are on scheduling, set some time aside for yourself in there. Go for a walk. Take a bath. Take a drive. It doesn't matter what you do, just do it alone.

Meditate. When you meditate, you get many peace-provoking benefits. Negative thoughts are released from your mind and replaced by comfort and harmony. Your body renews and rejuvenates itself, leaving you feeling fresh and more capable of handling whatever comes your way.

Spend time in nature. Get outside and experience life at its simplest. There is nothing like fresh air, wild vegetation and animals' frolicking around to remind you that life is as easy as you let it be.

Engage in activities you enjoy. Do things that warm your heart and make you smile. Create good memories and learn new things. When you do things that make you happy, it leaves you feeling content with life.

Give others peace. One of the easiest ways to receive peace in your life is to give it. Help others in need. Give someone who is struggling a hand. The more peace you create for others, the more you get in return.

Inner peace is truly attainable, and in so many different ways. Select one or two that appeal to you and start working toward your own peace.

5.8. Answers to the end Unit assessment 5

1. Why is the lack of of peace in any given area a great disadvantage to people?
2. Highlight the causes and consequences of conflict in society.
3. Identify and explain the effects of war on a development.
4. Among the following five actions, find one which cannot develop inner peace: Simplify, Accept, Forgive, Do not do what you enjoy, be careful with your inner peace.
5. Explain how stress is the big obstacle of inner peace.
6. Distinguish the different types of conflict.
7. Explain the different ways conflicts can be resolved.

Answers

1. Lack of peace in a given area is a disadvantage to people because it may lead to physical, psychological or emotional torture, then people suffer a lot.
2. Causes and consequences of conflict in society:
 - a. Causes of conflict:
 - Failure to apologise
 - Backbiting
 - Selfishness
 - Envy:
 - Divisive manipulation
 - Nepotism and tribalism
 - Prejudice, etc
 - b. Consequences:
 - Lack of peace
 - Deaths during wartime
 - Migration
 - Destruction of infrastructure

- Lack of self control
 - Poverty
 - Injustice.
3. The effects of war
 - War disrupts economic activities hence reducing taxes paid
 - War results into the destruction of infrastructure leading to poor transport and communication networks once roads are destroyed.
 - All investors who could come into the country to promote development resist during wartime.
 - Wartime prevents tourists from coming into the country hence reducing the revenue that would be earned.
 4. Do not do what you enjoy. Instead do what you enjoy
 5. Stress dominates those who do not develop a number of tips to maintain his or her inner peace. Then, he or she will find him/herself overloaded by ideas and actions that can lead to a disharmonious life. As a result inner peace will progressively die and lose its place in her/his life. Therefore, stress is the big obstacle of inner peace.
 6. Types of conflict
 - **Interpersonal conflicts:** This refers to the conflict between two people. This is because people are different from one another
 - **Intrapersonal conflicts:** These are the conflicts that occur within an individual. The experience takes in the person's mind. It is a psychological conflict as it involves people's thoughts, values, principles, and emotions.
 - **Intra group conflicts:** It is a type of conflict that happens among individuals within a team. The incompatibilities and misunderstandings among these individuals lead to an intra group conflict.
 - **Intergroup conflict:** This takes place when a misunderstanding arises among different teams within an organization.
 7. There are many methods used to resolve conflict. These are: **mediation or dialogue, negotiation, arbitration, promoting democratic rule, counseling and litigation.**

- **Mediation or dialogue:** Mediation is a voluntary process in which an impartial person (the mediator) helps with communication and promotes reconciliation between the parties which will allow them to reach a mutually acceptable agreement.
- **Negotiation:** Negotiation is the most basic means of settling differences. It is back-and-forth communication between the parties of the conflict with the goal of trying to find a solution.
- **Arbitration:** Arbitration is the submission of a disputed matter to an impartial person (the arbitrator) for decision.
- **Promoting democratic rule:** The most conflicts in Africa are caused by bad governance; leaders should strive to establish democratic rules in their countries.
- **Counseling:** This is the profession of advice and guidance in resolving a personal problem. Counseling is a framework through which the counselor reaches out to a person in need of advice and guidance for the purpose of enabling that person to overcome some certain personal difficulties.
- Litigation

Litigation is the use of the courts and civil justice system to resolve legal controversies. Litigation can be used to compel opposing party to participate in the solution.

5.9. Additional activities

5.9.1. Remedial activities:

Question: Classify the following elements either in Peace promotion column or Causes of conflict column.

Forgiveness

Dialogue

Jealousy

Discussing problems

Hating our enemies

Revenge

Tolerance

Injustice

Selfishness

Humility

Solidarity

Lack of self-control

Peace promotion	Causes of conflict

Answer to the question

Peace promotion	Causes of conflict
Forgiveness	Jealousy
Dialogue	Hating our enemies
Discussing problems	Revenge
Tolerance	Injustice
Humility	Selfishness
Solidarity	Lack of self-control

5.9.2. Consolidation activities:

Question: Describe what can happen to people in times of an armed conflict.

Answer:

In times of war people migrate to other places to run for their lives and avoid bad results of war like death, rape, injuries, and some children are involved in war, etc.

5.9.3. Extended activities

Question: Describe ways you can use in resolving conflicts.

Answer:

- 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.
- Communicate with the opposition it is important to communicate with the opposing parties' interests and fears.
- Brainstorm for possible solutions; think carefully how you will set up a meeting. Look for win-win solutions or compromises.
- Choose the best solution; listen to all alternatives solution choose the best.
- 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.
- Explore alternatives; think of alternatives before you meet your opponent, think which alternative is realistic and practical.
- Cope with stressful situations and pressure tactics, learn how to cope in case the opponent is stubborn or does not cooperate.

REFERENCES

a) Books:

Abdul Wahid Hamid, (1989). Islam, the Natural Way. Kingdom Bahrain: Discover Islam.

Conférence Episcopale du Rwanda, Bureau Nationale de Catechese (2017). Church-Mystery, Church-History. Kigali: Edition bibliques et Liturgiques

Conférence Episcopale du Rwanda, Bureau Nationale de Catéchèse (2017). Initiation to the Bible. Kigali: Edition bibliques et Liturgiques

Conseil Protestant du Rwanda (2002). La vie en abondance en Jésus-Christ: Contenu du Programme de Religion Protestante pour l'enseignement secondaire. Kigali : CPR.

Diana Hayden, (2009) Religious Studies A, Islam. London: Nelson Thornes.

Dictionary, O.E., (1989). Oxford English dictionary. Simpson, JA & Weiner, Esc.

Dr. Abdrahmane Raffat Al-Pacha, (2000). Histoire des Compagnons du Prophète, Volume VI. Koeit: Agence des Musulmans d'Afrique.

Gichaga S. N, et al, (2000) Secondary Christian Religious Education, Students' Book Four, Secondary, Education, Kenya Literature Bureau, Nairobi.

Godfrey E.N. Nsubuga (2016): Christian Religion and Ethics for Rwandan Schools, Learner's book 1, MK Publishers, Kigali, Rwanda.

Godfrey E.N. Nsubuga (2016): Christian Religion and Ethics for Rwandan Schools, Teacher's Guide 1, MK Publishers, Kigali, Rwanda.

Godfrey Nsubuga E.N, (2016). Christian Religion and Ethics for Rwandan Schools, Learner's book 1. Kigali: MK Publishers.

Jan Thompson, (2005). Islam, a New Approach. London: 3rd Edition Hodder Education

Michael Keene, (2007). Muslim Beliefs and Issues. Stevenage , Hertfordshire: Badger Publishing.

Michael Pennock (2007), Learning and Living Justice, Catholic Social Teaching, ave maria press notre dame, Indiana, USA

Mukama Kakuru, Pamela Owiti (2016): Christian Religion and Ethics for Rwandan Schools, Senior 1, Student's Book; Published by Longhorn Publishers, Kigali, Rwanda.

Mukama Kakuru, Pamela Owiti (2016): Christian Religion and Ethics for Rwandan Schools, Senior 1, Teacher's Guide; Published by Longhorn Publishers, Kigali, Rwanda.

Mukama kakuru, Pamela Owiti,(2016). Christian Religion and Ethics For Rwandan Schools, Senior 1 Student's Book. Nairobi: Longhorn.

Onoka A. (2009). Christian Religious Education, Student's Book three. Nairobi: Kenyan Literature Bureau (Second Edition).

Protestant Council of Rwanda (2016). Sustainable Peace in the World of God, Senior Four Teacher's book. Kigali.

Protestant Council of Rwanda (2016); Christian family life as the mirror of the heaven: Religious Education, Manual Upper Secondary School, Senior Six, Teacher's Book, Kigali.

Protestant Council of Rwanda (2016); Jesus, the cornerstone of the church: Religious Education, Manual Upper Secondary School, Senior Five, Teacher's Book, Kigali.

REB 2016. Religious Studies syllabus.

Shiphrah Gichaga N., Ruth Kerre M.; Dr Philomena Mwaura N., Elizabeth Onoka A. (2003). Christian Religious Education, Student's Book one. Nairobi: Kenyan Literature Bureau (Second Edition).

Shiphrah Gichaga N., Ruth Kerre M.; Dr Philomena Mwaura N., Elizabeth Onoka A. (2003). Christian Religious Education, Form 2 Teacher's Guide. Nairobi: Kenyan Literature Burea

Shiphrah Gichaga N., Ruth Kerre M.; Dr Philomena Mwaura N., Jeremiah Mambo M., Elizabeth

The New African Bible (2012). Paulines Publications Africa.

b) Online references

Abu Amina Elias, (2013). The golden rule in Islam, retrived from [https://google.com /ur l?sa =t&source web&rct=j&url](https://google.com/ur l?sa =t&source web&rct=j&url) (on 9/9/19).

Brannon Deibert, what is the Golden Rule? Biblical meaning, importance and examples, on <https://www.christianity.com/christian-life/what-is-the-golden-rule.html> (on 10/9/2019)

Courtnage Richard, Loving the Lord with all your heart, your Soul, your mind and your strength. On <https://www.ibelieve.com> (on 9/9)

Crosswalk.com. (2019). Prayer of St Francis of Assisi on <https://www.Crosswalk.com/faith/prayer/the-prayer-of-st-Francis-MakeMe-an-instrument.html%3Famp%3D1&ved> (Visited 10/9/2019)

Bernock, D. (2009). What does it mean to love your neighbor as yourself? On <https://www.crosswalk.com> (on 9/9)

Tzvi, N. R. (2018). Golden rule in Judaism, on <https://www.aish.com/sp/pg/judaism-Golden-rule.html%3Fmobile%3Dyes&ved> (on 9/9/2019).