

RELIGIOUS STUDIES TEACHING METHODS AND PRACTICE TEACHER'S GUIDE

OPTIONS:

- SOCIAL STUDIES EDUCATION
- EALY CHILDHOOD AND LOWER PRIMARY
EDUCATION (ECLPE)

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FOREWORD

Dear Tutor,

Rwanda Education Board is honoured to present this tutor's guide which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Religious Studies teaching methods and practices' 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.

Specifically, TTC curriculum was reviewed to train quality teachers who will confidently and efficiently implement the Competence Based Curriculum in pre-primary and primary education. The rationale of the changes is to ensure that TTC leavers are qualified for job opportunities and further studies in Higher Education in different programs under education career advancement.

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.

The ambition to develop a knowledge-based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competence-based curriculum. After a successful shift from knowledge to a competence based curriculum in general education, TTC textbooks also were revised to align them to the new curriculum. The aim is to prepare teachers who are competent and confident to implement CBC in pre-primary and primary education.

The book provides active teaching and learning techniques that engage student teachers to develop competences. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for students considering the importance of social constructivism suggesting that learning occurs more effectively when the students works collaboratively with more knowledgeable and experienced people.

- Engage students through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- Provide supervised opportunities for students 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 students' contributions in the class activities.
- Guide students 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, the content of this book is self explanatory so that you can easily use it. It is divided in 2 parts:

The part 1 explains the structure of this book and gives you the methodological guidance;

The part 2 details the teaching guidance for each concept given in the student book.

Even though this Teacher's guide contains the guidance on solutions for all activities given in the learner's book, you are requested to work through each question before judging student's findings.

I wish to sincerely express my appreciation to the people who contributed towards the development of this book, particularly, REB staff, UR-CE Lecturers, TTC Tutors, Teachers from general education and experts from Local and international Organizations for their technical support. A word of gratitude goes to the Head Teachers and TTCs principals who availed their staff for various activities.

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ACKNOWLEDGEMENT

I wish to express my appreciation to the people who played a major role in development of this tutor's guide of TMP Religious Studies. It would not have been successful without active participation of different education stakeholders.

I owe gratitude to different universities and schools in Rwanda that allowed their staff to work with REB in the in-house textbooks production initiative.

I wish to extend my sincere gratitude to lecturers and teachers whose efforts during writing exercise of this tutor's guide were very much valuable.

Finally, my word of gratitude goes to the Rwanda Education Board staffs who were involved in the whole process of in-house textbook writing.

Joan MURUNGI

Head of CTRLR Department

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GENERAL INTRODUCTION

1.1 The structure of the guide

The tutor's guide of Religious Studies Teaching Methods and Practice (TMP) 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-centered 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

Religious Studies Teachers play a crucial role in addressing cross cutting issues in the teaching and learning process. Activities, examples, explanations and even teachers' person must be relevantly involved to integrate cross cutting issues in lessons. Below are examples on how the teacher can address each crosscutting in Religious Studies.

- **Peace and values Education**

Religious Studies' teaching and learning process helps learners to positively change behaviors and adopt good attitudes. Including such activities, peace and values education is a good opportunity as it helps them to make it part of their everyday life. The tutor plays a particular role in this process as s/he helps them to live and apply what they learn. For instance, he or she should plan learning and application activities that allow learners to practice unity in diversity, to respect others' beliefs and to incarnate biblical teachings on love, justice and forgiveness.

- **Gender equality**

Making gender equality an indispensable cross cutting issue (CCI) in Religious Studies comes with benefits and obligations. One of the benefits is to recognize the dignity that exists in all human beings created in God's image and likeness. Addressing this CCI helps learners to stay respectful to each other and avoid gender based discrimination. For this, the teacher should make sure that both girls and boys equally and complementarily participate in all activities be reading the Word of God, leading prayers, sharing views, etc.

- **Inclusive Education**

Involving all learners, including special need education student teachers, enhances in them self-esteem and self-confidence. Even allowing a learner with physical disability (in his or her wheel chair) to lead a group discussion and presents its findings, assigning responsibilities to them and emulating friends to give praise of words towards them can boost their self-esteem as pupils. The Religious Studies tutor should implement such gestures as practical examples that call upon all learners to welcome others as Jesus did for example.

- **Standardization culture**

Religion is one of the elements of a culture. Both, culture and religion hold particular morals and values. For instance, Scriptures convey cultural values of a particular cultural context. From this perspective, addressing standardization culture issue is important in Religious Studies as enabling different cultures to acquire cultural products from one another. E.g. Polygamy is a reality in the Bible (2 Samuel 3) and recommended in the Qur'an (Sura 4:3). Regarding this example, the role of the teacher is to assist learners in making sound decisions about adopting a religion or religious and moral values different from his or hers. In other words, he or she helps them to rightly use the conscience so as to live a standard life in matters of morality and avoid dichotomous life.

- **Environment and sustainability**

The environment consists of air, land and the living creatures including human beings, animals, plants, etc. Environmental sustainability is nothing but the “maintenance of the environment” by human beings. As such, environmental sustainability implies human responsibility of safeguarding life on Earth in present and future times. Religious Studies address the environment and sustainability issue by determining the role of religions in protecting environment and the interconnectedness of all creatures. Religious Studies teachers assist learners developing the environmental awareness in them by focusing religious values such as solidarity with the poor, gratuity and respect of creatures. Through this, teachers exemplify how to meet human needs without compromising the ability of the little and future generations to meet their needs.

- **Financial education**

Financial education empowers learners in making, spending and saving money appropriately. This appropriateness depends on decisions made when it comes to struggle for life. In other words, financial education stresses not only skills but also values which help individuals to fit financially in this world harmoniously. Religions are not strange from financial education. For instance, the Bible says: “In pain, you shall eat of it all the days of your life” (Genesis 3:17). This statement shows that one should work to live instead of earning his or her life dishonestly. Therefore, Religious Studies teachers address financial education cross cutting issue as they encourage learners to draw from religious teachings useful insights to individual decisions over money making and management.

- **Comprehensive Sexuality Education**

Human sexuality and relationships occupy a central place in individuals' lives and religious traditions as well. Its management engages moral principles and beliefs. For instance, Christianity and Islam allow sexual intercourse only within marriage. Thus, Religious Studies are important to CSE for their improve pupils' abilities to take informed decisions in matters of sex and relationships. For this, teachers help learners to make use of religious studies topics in deciding about the use of their body and the choice of their friends. The effectiveness of teachers' role depends on their capacities of setting friendly classes whereby they behave themselves as role models.

- **Genocide Studies**

Genocide related issues can be addressed in Religious Studies. These issues either call for a deep analysis of causes and consequences of genocides or a search for preventing strategies against genocides. In both cases, man is involved either as an agent or a victim. It is the involvement of human responsibility towards human lives that allows Religious Studies' contribution in addressing genocide studies cross cutting issue. In fact, religions suggest attitudes worth of human beings regarding human life and dignity. Such attitudes are all founded on the inviolability of human life. Religious Studies teachers help learners to address genocide studies issues as they encourage learners to participate in discussions and interact with others oriented by the sacredness of human dignity.

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.

INTRODUCTION TO RELIGIOUS STUDIES SYLLABUS



1.1 Key Unit competence

By the end of this Unit, the student teacher will be able to explain the rationale and components of primary Religious Studies syllabus.

1.2 Prerequisites

Before undertaking this Unit on the *Rationale and Components of Primary Religious Studies Syllabus*, student teachers should have prior information on the importance of studying Religious Studies to learners and to the people in the society as well, and recall some topics they studied in primary school.

1.3 Guidance to introductory activity 1

Make some copies of the primary and lower primary Religious Studies syllabus. Guide learners to form gender balanced and inclusive groups. Narrate the scenario given in the introductory activity 1 or distribute the papers on which the case study is written. Ask them to discuss the first part of the question and write the answers. Give each group a copy of the syllabus and copies of other Religious textbooks then ask them to identify and discuss about the role played by each component of the syllabus in relation to teaching and learning process. Precise the time for the task. Facilitate the group discussion. Invite each group to present. Give comments on the group presentations.

Possible answers to the questions of the introductory activity 1

1. Musabyimana is right because she has a positive attitude towards Religious Studies and she is ready to learn. Though she has challenges to master the contents of Religious Studies, she is conscious of her future career as primary school teacher of social Studies. On the other hand, Alexis should first think about his career as he Studies in TTC social Studies option where, upon completion, he will be required to teach Religious Studies to primary pupils. Hence, understanding the importance of Religious Studies is very important to Alexis if he needs to realize his dreams as a teacher. In fact, studying religion is important to Alexis and to every individual as well for it allows to : get a better understanding of God, help to live new lives in Christ, appreciate his/

her own religion and that of others, help develop a sense of self-worth and identify for oneself and others and make moral, social and spiritual decisions. Any other answer related to the importance of religion in schools should be scrutinized and considered provided that it is in the line with the case study provided.

2. The components of the lower and upper primary Religious Studies syllabus are: Social Studies part and Religious Studies part. Concerning the Religious Studies component, there are two parts: Christian Religious Studies part and Islamic Religious part. Generally, the syllabus has two main parts: Preliminary part and syllabus Units part. The preliminary part contains the following: Foreword, Acknowledgement, Introduction, Pedagogical Approach, Assessment Approach, Resources, Syllabus Unit and References. The Syllabus Units part is the part which describes what will be learned in Religious Studies for both Christian and Islamic Religious Studies: Presentation of the structure of the syllabus Units.
3. Help learners to discuss topics from the primary Religious Studies syllabus that seem to be very difficult. Let them present the findings and then make class presentation. Compliment their findings and make sure that no information is omitted.

1.4 List of lessons

#	Lesson title	Learning Objectives	Number of periods
1	Rationale of teaching Religious Studies	<p>Knowledge and understanding: Highlight the importance of studying religion .</p> <p>Skills: Discuss the importance of teaching primary Religious Studies</p> <p>Attitudes and values: Appreciate the importance of studying of Religious Studies.</p>	2

2	Components of primary Religious Studies syllabus	<p>Knowledge and understanding: Identify the components of primary Religious Studies syllabus.</p> <p>Skills: Describe each component of the primary Religious Studies syllabus.</p> <p>Attitudes and values: Develop self-confidence in the use of primary Religious Studies syllabus.</p>	2
3	Generic competences and cross cutting issues related to Religious Studies lessons.	<p>Knowledge and understanding: Classify generic competences to be developed in Religious Studies and cross-cutting issues to be addressed.</p> <p>Skills: Explain ways to integrate generic competences and cross-cutting issues in Religious Studies lesson.</p> <p>Attitudes and values: appreciate the generic competences developed and the cross-cutting issues dressed in Religious Studies.</p>	1
	Unit assessment		1

1.5 Guidance on the lessons

This part indicates the guidance on how to conduct the lessons within this Unit.

1.5.1 Rationale of teaching Religious Studies

a) Lesson objectives

Knowledge and understanding: Highlight the importance of studying religion for primary school learners.

Skills: Discuss the importance of teaching primary Religious Studies to primary school learners

Attitudes and values: Appreciate the importance of studying of Religious Studies.

b) Teaching resources

Use of Religious textbooks, primary Religious Studies syllabus, a scenario

c) Learning activities

Ask learners to form groups and give each group copies of Religious textbooks then assign them research work on explaining the importance of studying Religious Studies for the society and learners.

Answers to the learning activity 1.1

Importance of religion to the people in the society

Religion provides hope and promise of a good future to people. It provides a moral or ethical framework for all human beings. It promotes cooperation amongst the people and contributes to the well-being of the society by promoting mutual respect and tolerance. It promotes values such as faithfulness, generosity, honesty and so forth. Moreover, Religion helps people to live in harmony and peace, and gives sense of purpose and a sense of belongingness to the society.

Importance of religion to primary school learners

Religious Studies change positively the attitudes and values of learners. It enhances the integral growth of learners. It increases awareness about our national history, national integration, community development and environment, constitutional right and our cultural heritage. It creates and develops awareness about the values and their significance. It helps learners to know about various living and non-living organisms and their interaction with the environment. It gives creative moral inspirations and guidance to the youth that shape the character and the conscience of the learners and instill moral values in learners' life.

Answers to the application activity 1.1

Religion is a very important lesson to both people in the society and to learners ;it is one of the great sources of values that guide the societies in this world. For individuals and for societies, Religious Studies remains a vital force that regulate the attitudes and behaviours.

Assess the answers that the student teachers have given and then consider the ones that are in relation to the importance of Religious Studies.

For further information, student teacher may read the student book and other books related to Religious Studies.

1.5.2 Components of primary Religious Studies syllabus

a) Learning objectives

Knowledge and understanding: Identify the components of primary Religious Studies syllabus.

Skills: Describe each component of the primary Religious Studies syllabus.

Attitudes and values: Develop self-confidence in the use of primary Religious Studies syllabus.

b) Teaching resources

Primary Religious Studies syllabus copies, manilla papers, markers.

c) Learning Activity 1.2

Ask the student teachers to form gender balanced and inclusive groups. Give each group a copy of primary Religious syllabus and assign the task of discussing about the components of the syllabus then identify the challenging topics that need a help. Give each group a manilla paper to write down the summary of the work and precise the time for the task.

Answers to the learning activity 1.2

The components of the lower or upper primary Religious Studies syllabus are: Social Studies part and Religious Studies part. The Religious Studies component has two parts: Christian Religious Studies part and Islamic Religious Studies part. Generally, the syllabus has two main parts: Preliminary part and syllabus Units part. The Syllabus Units part is the part which describes what will be learned in Religious Studies for both Christian and Islamic Religious Studies.

The identification of challenging topics in the primary Religious syllabus, will depend on the student teachers. The teacher may also give a task to student teachers that will enable them identify the challenging topic.

Answers to application activity 1.2

Assess whether the learners have mastered the main components of the primary Religious Studies syllabus as they discuss and assist them in areas where they have challenges. As they discuss the challenging topics, give them time to explore fully the content of primary Religious Studies for both lower and upper levels. Through presentation, the student teachers will be familiar with these topics.

1.5.3 Generic competences and cross cutting issues related to Religious Studies lesson

a) Learning objectives

Knowledge and understanding: Classify generic competences to be developed in Religious Studies and cross-cutting issues to be addressed.

Skills: Explain ways to integrate generic competences and cross-cutting issues in Religious Studies lesson.

Attitudes and values: Appreciate the generic competences developed and the cross-cutting issues in Religious Studies.

b) Learning resources

Religious text books, natural environment, Foundation of Education notebooks.

c) Learning Activity 1.3

Ask one student teacher to read the scenario given in students book. In groups, assign the learners to discuss about the generic competences that can be developed and the cross cutting issues that can be addressed in this scenario, with reference to the information acquired in Foundation of Education.

Answers to the learning activity 1.3

The generic competences that can be developed in this scenario include: critical thinking and problem-solving skills, creativity and innovation, research and problem solving, communication, cooperation and interpersonal management and lifelong learning. Cross-cutting issues that can be addressed in this scenario include: inclusive education, gender education, peace and values education and environment and sustainability.

Answers to application activity 1.3

The cross-cutting issues that can be addressed in this topic (Application activity 1.3) include: peace and values education, comprehensive sexual education, inclusive education and gender education.

Creativity and innovation can be developed in learners by the use of role play and group discussion and presentation methods in teaching about the commandments. The teacher can also ask learners to compose songs about the Ten Commandments to summarize them.

Communication can be developed in learners by listening attentively to learners' presentations so as to correct them whenever they make mistakes in language structure and relevant vocabulary used in religion. Moreover, the teacher can use learner-centered methods like group discussions and presentations, role play and debate etc., when teaching this topic.

1.6 Additional information

Religion has different dimensions such as: experiential, mythical, doctrinal, ritual, ethical and social, that characterise every religion in the world (Shitohi M. : 2008).

- **Experiential dimension** is where the individual has contact with the invisible (God) or the spiritual world, e.g. The conversion of St. Paul, the visions of Cornelius and Peter, etc.
- **Mythological dimension** is characterised by myths, folktales or stories that help to explain important Religious events and deep truths about human life. For example: stories of the origin of the universe, human beings, etc.
- **Ritual dimension** is the ceremonial side of religion with inner and outer aspects. The inner aspects include feelings of guilt, meditation and silent prayers. The outer aspects include verbal prayers, singing, dancing, offerings and sacrifices.
- **Ethical dimension** sets the moral standards for a community. It includes teachings on moral behaviour, values, norms, taboos, laws, and customs.
- **Social dimension** deals with relationships among people in the community, family, age, etc.
- **Doctrinal dimension** gives explanation and clarity to Religious beliefs and practices. It is expressed through: Creeds such as the Apostles' Creed, teachings, The Ten Commandments, etc.

1.7 End Unit assessment 1

Teaching primary learners' religion at their tender age because it has a significant role in inculcating values; hence it is an instrument for the development of spiritual, moral and mental growth of children. This helps them to acquire moral, spiritual and social values that are necessary for their wholistic growth and development. It is also easier to mold a child than an adult.

Importance of studying Religious Studies to the society include: Human beings always make effort to understand the world. Thus, Religion

helps to address that need. Human beings seek purpose in their lives, and religion offers many people that purpose. It promotes values such as faithfulness, generosity, honesty, peace, respect, responsibility, etc., that help people to make good decisions and sound judgment. Moreover, it helps people to live in harmony and peace and gives sense of purpose and a sense of belongingness to the society.

Importance of religion to the learners include:

1. Religion Studies change positively the attitudes and values of learners and become active members of the society; they enhance the integral growth of learners, they increase the awareness about our national history, national integration, community development and environment, constitutional right and our cultural heritage, instils moral values in the life of the learner; they help to get a better understanding of God; they enable them to acquire desirable knowledge and attitudes and use them to think critically and make appropriate social, moral and spiritual decisions; they help them form a bridge for further Studies and career development in the future, they help identify answers to their life's questions, such as the origin of life. And contribute to the achievement of the national goals of education.
2. The following components are important in teaching and learning Religious Studies in primary level as follows:
 - **Assessment approach:** it is important to monitor the progress of the learner in Religious Studies, keep the record and report to the parents. It also helps the learner to evaluate himself or herself in order to challenge him or her to work harder.
 - **Resources:** is the part of the syllabus which provide a non-exhaustive list of materials needed for implementation of Religious Studies syllabus. This is important in teaching and learning proceses because they help the teacher when preparing or delivering Religious education lessons and also reinforce teaching.
 - **Syllabus Units:** This is the part which describes what will be learned in Religious Studies for both Christian and Islamic Religious Studies: Presentation of the structure of the syllabus Units, it helps the teacher to prepare the schemes of work and allocate enough time for each Unit to be covered.
 - **Reference:** this part gives the list of sources where the information was researched from. This is important in teaching and learning because the teacher and the student learners can get additional

information that may not be found in the syllabus and also such sources can be useful for self-study.

- **Pedagogical approach** : provides all information related to: the role of the learner, the role of the teacher and special needs education and inclusive approach while the teaching and learning Religious Studies` lesson. Also, in this pedagogical part, a list of generic and broad subject competences are presented so that a Religious Studies teacher can consider them while preparing and delivering Religious Studies lesson.

3. Units have the following components: Number of Lessons, Each Unit has a Key Unit Competence whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners. Each Unit Key Competence is broken into three types of Learning Objectives as follows:

- Type I: Learning Objectives relating to Knowledge and Understanding.
- Type II and Type III: These Learning Objectives relate to acquisition of Skills, Attitudes and Values.

Each Unit has content which indicates the scope of coverage of what a teacher should teach and learner should learn, in line with stated learning objectives. All these components are linked to teaching and learning process. It is from them that the teacher actualizes the teaching and learning process, that is, he prepares the schemes of work, lesson plan and even sets the learning objectives.

4. The identification of challenging topics will depend on the student teachers' needs. However, the teacher may assign a task to help them come up with them.
5. The generic competences and cross-cutting issues that can be addressed in teaching the following topics:

Importance of relationship and friendship” (Unit 3: P6/Christianity).

Critical thinking and problem-solving skills: this can be developed by asking learners questions related to the topic, posing challenging scenarios for learners to analyze and come up with solutions. For example: a scenario of a young girl who gets pregnant and drops out of school. Then ask about learners their attitudes towards that scenario and what can be done to reduce early pregnancies among young girls.

Research and problem solving: this competence can be developed by assigning learners to carry out research work from libraries, internet or

even from each other for challenging questions in this topic like indicating examples of a good friendship in the Bible.

Communication: this competence is developed when the teacher uses learner-centered methods like group discussions and presentations, role play and debate where learners can have an opportunity to develop communication skills.

Cooperation and interpersonal management: This competence can be developed in Religious teaching by using active teaching and learning methods like group discussions, role play and debate, think pair and share, etc. That will help the learner to cooperate with others as a team in whatever task assigned and to practice positive ethical moral values and respect for the rights, feelings and views of others. For example, a debate can be conducted basing on the motion: friends from the same gender are better than friends from the opposite gender.

Some cross cutting issues that are addressed in this topic include: inclusive education, gender education, peace and values education and comprehensive sexual education.

Works of charity to the persons in needs (Unit 5, P4/ Islam)

Critical thinking and problem-solving skills: this competence can be developed by asking learners questions like how can you help a sick person?, posing challenging scenarios for learners to analyze and come up with solutions, for example about a hunger stricken area where people are dying.

Research and problem solving: this competence can be developed by assigning learners to carry out research on Islamic teaching on charity to the needy. The research work can be carried out in libraries, internet or even ask competent persons.

Communication: this competence is developed when the teacher uses learner-centered methods like group discussions and presentations, role play and debate where learners can have an opportunity to develop communication skills. For example use of a role play to demonstrate a needy person who is helped by another.

Cooperation and interpersonal management: This competence can be developed in Religious teaching by using active teaching and learning methods like group discussions, role play and debate, think pair and share, etc. That will help the learner to cooperate with others as a team in whatever

task assigned and to practice positive ethical moral values and respect for the rights, feelings and views of others.

Lifelong learning: This competence can be developed by giving learners a task that involves reading the Sacred scriptures in Qur'an, about passages that talk about charity towards others, so as to arouse curiosity of reading the interesting stories in the Holy scriptures even outside class activities.

Some cross cutting issues that are addressed in this topic include inclusive education, gender education, peace and values education, genocide Studies and financial education.

1.8 Additional activities

Remedial Activities

These are activities that are given to the student with learning difficulties.

1. What is the importance of studying religion to learners?
2. Identify the main components of primary Religious Studies syllabus.
3. Which competencies can be developed in learners when teaching the topic "The first Christian Community" in P5, Unit 2.

Answers to remedial activities

1. Importance of studying religion to learners includes:
 - Religion changes positively the attitudes and values of learners and become active members of the society and enhances the integral growth of learners.
 - It increases the awareness about our national history, national integration, community development and environment, constitutional right and our cultural heritage.
 - It instills moral values in the life of the learner.
 - It helps to get better understanding of God.
 - It enables them acquire desirable knowledge and attitudes and use them to think critically and make appropriate social, moral and spiritual decisions.
 - It helps them form a bridge for further Studies and career development in the future.
 - It helps identify answers to existential questions. E.g.: the question of origins of life, death, evil.
 - It contributes to the achievement of the national goals of education.

2. There are two main components of primary Religious Studies syllabus which are: Christian Religious Studies and Islamic Religious Studies. The syllabus as such is structured into two parts:
 - Preliminary (Introduction: Rationale for the review, pedagogical approaches, competences, resources). These components help student teachers by providing necessary information in relation to the teaching and learning.
 - Syllabus Units parts (Units for Year: P1, P2, P4, P5 and P6).
3. The competencies that can be developed in learners when teaching the topic “The first Christian CommUnity” in P5, Unit 2 are: Communication, critical thinking and problem solving, creative and innovation, cooperation and interpersonal management. They are developed both through the content taught, teaching methods and the learning activities applied.

Consolidation activities

Choose any topic from lower primary Religious syllabus and discuss the competences that can be developed in learners.

Suggestion on how to go about the activity

Group learners in pair and instruct each pair to choose a topic then discuss the competences that can be developed in it and award marks for the task.

Extended activities

Identify from the primary Religious syllabus, the specific topics suggested by some Churches to be taught to primary learners.

Answers

Some Units in upper Primary level for specific Churches include:

The importance of Sacraments – Unit for Catholics and another Unit for Protestant.

- The Blessed Virgin Mary- Unit for Catholics.

1.9 References

1. Shitohi E.M, Kerre R.M & Gichaga S.N (2008). *Distinction Christian Religious Education for Primary Teacher Education*. Kenya Literature Bureau, Nairobi.
2. *Students’ Textbook for Teaching Methods of Religious Studies*.
3. Primary Religious Studies syllabus.

TEACHING AND LEARNING RESOURCES

UNIT

2

2.1 Key Unit competence

By the end this Unit, the learners will be able to differentiate available/ possible learning and teaching resources required for the learning Religious Studies in primary.

2.2 Prerequisites

From the Foundations of education, the learners know and can describe the teaching and learning resources required for the teaching and learning of other subjects.

2.3 Guidance to introductory activity 2

The teacher must do the following:

- Guide the learners to form heterogeneous groups including the learners with difficulties.
- Make a photocopy of the introductory activity 2 and provide enough copies to the groups.
- Distribute a copy of the introductory activity 2, Manilla paper and a marker to each group and precise the time for the task.
- Facilitate the task; invite the representatives of the groups one by one to present the work.
- Guide and comment on the learners' presentations (emphasise, corrections).

Possible answers to the introductory activity 2

Based on the information learned from the Foundation of education course, the following are the materials that can be used in the teaching and learning of Religious Studies:

- **Visual aids:** these are the instructional materials that appeal to the sense of sight like real objects, slides, models, posters, maps, charts, flash cards, pictures, photographs, textbooks.
- **Audio aids:** these are instructional materials that appeal to the sense of hearing such as radio, radio cassettes, etc.

- **Audio-visual aids:** these are instructional materials that appeal to the sense of sight and hearing. They are effective when teaching a large number of learners and they include educational films, video tapes, tape recorders, televisions and computers, projectors.

2.4. List of lessons/Sub-heading

	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	No of periods
1	Use of printed materials	<p>Knowledge and understanding: List the printed materials used in teaching and learning of Religious education Studies in primary.</p> <p>Skills: Explain the printed materials used in teaching and learning of Religious education Studies in primary.</p> <p>Attitudes and Values: Appraise the printed resources used in teaching and learning of Religious education Studies in primary.</p>	1
2	Non-printable teaching/ learning aids	<p>Knowledge and understanding: Compare non-printable resources with printed resources used in teaching and learning of Religious education Studies in primary.</p> <p>Skills: Select non-printable resources used in teaching and learning of Religious education Studies from other resources in primary.</p> <p>Attitudes and values: appreciate non-printable resources used in teaching and learning of Religious education Studies in primary.</p>	1

3	Resource persons	<p>Knowledge and understanding: Define a resource person as a resource used in teaching and learning of Religious education Studies in primary.</p> <p>Skills: Explain “resource person” as a resource used in teaching and learning of Religious education Studies in primary.</p> <p>Attitudes and values: appreciate the resource person</p>	1
	Unit assessment		1

2.5 Guidance on the lessons

2.5.1 The use of printed materials in the teaching and learning of Religious education Studies.

a) Learning objectives

Knowledge and understanding: List the printed materials used in teaching and learning of Religious education Studies in primary.

Skills: Explain the printed materials used in teaching and learning of Religious education Studies in primary.

Attitudes and Values: Appraise the printed resources used in teaching and learning of Religious education Studies in primary.

b) Teaching resources:

Bible, flash cards, manila papers, markers, internet.

c) Learning activities

Learners identify, from the primary syllabus, the printed materials that are used in teaching and learning of Religious Studies, they discuss in groups about the importance of those resources in Religious Studies and they present their findings.

Answers to the learning activity 2.1

The teacher guides learners to select from their own answers the printed resources that can be used in the teaching and learning of Religious Studies. These comprise of Students’ Textbook of Religious Studies and teacher’s guides, Holy Scriptures (Bible for Christians and Qur’an for Muslims),

Religious dictionaries, Holy scriptures commentaries, Religious pamphlets, Religious maps, Religious books written by the right authorities to explicit/ to explain various doctrines and Religious magazine and newspapers etc.

Answers to the application activity 2.1

The printed materials that can be used in teaching the lesson “The journey of Israelites from Egyptian captivity” are : Bible (used to read the biblical text about the journey of Israelites from the Egyptian captivity), Religious map (this is the map showing Israelites’ journey from Egypt which will be hanged where all students can see), Religious teacher’s guide (this is used by the teacher to help him/her guide the learners), Religious student’s textbook (the learners use them when discussing in groups while answering to some activities assigned to them and for self-study), Religious magazine (which contain the story about the journey of the Israelites from Egyptian bondage, the learners read it to equip them with knowledge of the Israelites’ journey from the Egyptian bondage).

2.5.2 Non-printable teaching/learning aids

a) Learning objectives

Knowledge and understanding: Compare non-printable resources with printed resources used in teaching and learning of Religious education Studies in primary.

Skills: Select non-printable resources used in teaching and learning of Religious education Studies from other resources in primary.

Attitudes and values: appreciate non-printable resources used in teaching and learning of Religious education Studies in primary.

b) Teaching resources

Bible, flash cards, manila papers, markers, internet.

c) Learning activities

Learners identify, from the primary syllabus, non- printed materials that are used in teaching and learning of Religious Studies, they discuss in groups about those resources. They present their findings and the teacher emphasises the main points.

Answers to the learning activity 2.2

Non-printable materials that can be used in teaching and learning process are slides, models, posters, maps, charts, flip charts, flash cards, pictures,

photographs, and photographs of natural environment, real objects like insects, flowers, models radio, radio cassettes, tape recorders, educational films, video clips, computers and televisions. Among these materials, the ones that can be used in teaching Religious education Studies lesson are Christian Religious slides (used when you want the learners to watch how the first Christians lived), Christian Religious posters (can be used when you want to show learners how Jesus instituted the Sacrament of Eucharist), Christian Religious maps (can be used when you want to show learners the journey of the Israelites from the Egyptian slavery), Christian Religious charts (can be used to demonstrate the administration of the Sacrament of Baptism), flash cards (can be used when you distribute each to learners discussing in group about the pillars of Islamic faith), Christian Religious educational films (these are used for example when you want learners to follow/watch the passion of Jesus Christ, the Islamic worship: fasting during Ramadan), etc.

Answers to the application activity 2.2

In the teaching and learning of Unit 2: “Islamic faith and Qur’an” in P4, the following teaching and learning aids can be used: the Qur’an, Religious posters illustrating Muslims in prayer, Islamic Religious slides displaying the groups of Muslims, Islamic Religious educational films or slides, Islamic Religious posters, Islamic Religious maps, flash cards.

2.5.3 Resource Persons

a) Learning objectives

Knowledge and understanding: Define a resource person as a resource used in teaching and learning of Religious education Studies in primary.

Skills: Explain “resource person” as a resource used in teaching and learning of Religious education Studies in primary.

Attitudes and values: appreciate the resource person

b) Teaching resources

Bible, flash cards, manila papers, markers, internet

c) Learning activities

Learners discuss in groups on what to be done when the resource person is invited in the teaching and learning of the Religious Studies` topic. They present their ideas then the teacher gives comments.

Answers to the learning activity 2.3

In my locality, the examples of the models of Religious matters are the following: Religious leaders like pastors, catechists, Imam, seminarians; Religious brothers and sisters, model Christian families.

Answers to the application activity 2.3

In the following topics/Units, a resource person may be invited: “Islamic faith and Qur’an” Unit 2 in P4, “Hadith Islamic faith” Unit 2 in P4, “the Holy Trinity as communion of God’s love” Unit 2 in P6, “the importance of the Sacraments” Unit 4 in P5, “the Blessed Virgin Mary” Unit 4 in P4.

2.6 Additional information

To have a deeper understanding of the topic, the teacher is required to read more about the factors to consider when choosing teaching and learning resources/aids: relevancy, accessibility, cost and availability of the material, mental age and interest of the learners.

2.7. End Unit assessment 2

1. Among these materials, the ones that can be used in teaching Religious education Studies lesson are Christian Religious slides (used when the Religious education lesson can be displayed), Christian Religious posters (used when the Religious lesson is explained using images), Christian Religious maps (used when the lesson is based on explaining events or demonstration of events), Christian Religious charts (can be used to demonstrate events and facts), flash cards (can be used when you distribute each to learners discussing in group about any given activity), Christian Religious educational films (these are used for demonstration of events and facts), etc.
2. The resources used in teaching and learning Religious education Studies are classified into three major groups such as *printed materials* which include Religious education textbooks, Religious education teacher’s guides for the primary Religious education syllabus, the Holy Bible, Bible dictionaries, Bible commentaries and Magazines; *non-printed materials* which include real objects, charts/posters, pictures, photographs, drawn maps, audio-visual aids (radio, radio cassettes), Religious educational films; and *resource persons* (relevant and expert people in Religious education Studies).
3. The importance of using teaching aids in the teaching of Religious Studies is that the Religious teacher employs them to facilitate the teaching and learning of Religious education lessons. These resources/

materials/aids help the Religious teacher when preparing for the Religious education lessons and in their delivery. The learners use them to assimilate the content and for their learning activities for example when doing Religious related research. They are used as references for the teaching and learning of the Religious education lessons.

2.8 Additional activities

These activities are grouped into three: remedial activities (these are suggested questions for Timetakers learners), Consolidation activities (these are suggested questions for deep development of competences), and extended activities (these are questions for gifted and talented learners).

Remedial activities

1. In the teaching and learning of Religious education Studies, printed materials, non-printed materials and resource persons are used. Give any 3 examples of resources in each category that you will use when teaching a Religious education lesson
2. Define a resource person.
3. Give the meaning of “Printed teaching material/resource.

Answers

1. Examples of resources: printed materials (Religious Studies learner’s text book, teacher’s guide text book, Sacred Scriptures/Bible and Qur’an); non-printed materials (slides, diskettes, films) and resource persons (seminarians, Religious leaders, theologians).
2. A resource person is a knowledgeable, competent, and expert person in a given subject.
3. Printed materials are all written material, excluding non-print resources, which convey planned course information.

Consolidation activities

Discuss, in group of 5, about four teaching/learning resources that you can use when teaching the Unit 5” Virtues according to Qur’an” and explain their importance in the delivery of that Unit.

Extended activities

Analyse any four factors to be considered when selecting teaching/learning resources in the teaching and learning of Religious education Studies.

2.8 References

4. Primary Religious Studies syllabus.
1. Shitohi E.M, Kerre R.M & Gichaga S.N (2008). *Distinction Christian Religious Education For Primary Teacher Education*. Kenya Literature Bureua,Nairobi
2. Students` Textbook for Teaching Methods of Religious Studies.

GENERAL PRINCIPLES AND APPROACHES OF TEACHING RELIGIOUS STUDIES



3.1 Key Unit competence

By the end of this Unit, the student teacher will be able to describe general principles and approaches of teaching Religious Studies.

3.2 Prerequisites

From the Foundations of Education, the student teachers have general knowledge about principles and approaches of education, different learner centred methods of teaching, how they are applied in teaching and learning, their importance and techniques that are used in the methods.

3.3 Guidance to introductory activity 3

Ask learners to form gender balanced and inclusive groups then give each group a copy of students textbook. Assign each group to recall any topic in primary Religious Studies syllabus then read about different approaches used in teaching Religious Studies from Students' Textbook then identify the approach that can be applied in teaching that topic. Precise time for the task then ask them to present. Guide and correct learners' presentations.

Possible answers to introductory activity 3

The chosen topics by different groups will determine the approaches applied, as explained in the Students' Textbook.

3.4 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Principles of teaching and learning Religious Studies	Knowledge and understanding: explain the principles of teaching and learning Religious Studies.	1

		<p>Skills: apply the principles of teaching and learning Religious Studies.</p> <p>Attitudes and values: Show respect and tolerance to other people's religions.</p>	
2	Approaches of Religious Studies teaching	<p>Knowledge and understanding: identify the approaches in Religious Studies teaching.</p>	2
		<p>Skills: apply the approaches of Religious Studies in teaching a given lesson.</p> <p>Attitudes and values: adapt the use of appropriate approaches in teaching Religious Studies.</p>	
3	Methods of teaching Religious Studies	<p>Knowledge and understanding: recall learner centred methods of teaching Religious Studies.</p> <p>Skills: choose the suitable methods in teaching Religious Studies' lesson.</p> <p>Value the use of various methods in teaching Religious Studies.</p>	2
4	End Unit assessment		1

3.5. Guidance on different lessons

3.5.1 Principles of teaching and learning Religious Studies

a) Learning objectives

Knowledge and understanding: Explain the principles of teaching and learning Religious Studies.

Skills: Apply the principles of teaching and learning Religious Studies' lesson.

Attitudes and values: Show respect and tolerance to other people's religions.

b) Teaching resources

Foundations of Education notes, internet, Students' Textbook of Teaching Methodology for Religious Studies.

c) Learning activities

Provide *Students' Textbooks of Teaching Methodology for Religious Studies* to student teachers in groups. Let them first read the learning activity then ask them to read about the principles of teaching Religious Studies and answer the questions given. Allocate time for the group work and ask them to present. Give comments on their presentations.

Answers to the learning activity 3.1

1. The principles that would be used to teach this topic would be: respect for one's belief, openness, focus on values and promotion of fairness.
2. Professionalism in teaching Religious Studies requires that teachers of Religious Studies be very careful because, students may be of different religious groups. The teacher should be very professional in dealing with Religious topics or asking questions that may be looked to favour or undermine a given religion. Respecting the principles in teaching Religious Studies, ensure inclusivity in classroom, hence achieve the objectives.

Answers to the application activity 3.2

Group the student teachers in pairs then ask them to choose a topic from the syllabus and explain Religious principles that would help them deliver the lesson successfully. Mark the work and give comments to each pair.

3.5.2 Approaches of Religious Studies teaching

a) Learning objectives

Knowledge and understanding: identify the approaches in Religious Studies teaching.

Skills: apply the approaches of Religious Studies in teaching a given lesson.

Attitudes and values: adapt the use of appropriate approaches in teaching Religious Studies.

b) Teaching resources

Knowledge and understanding: recall learner centred methods of teaching Religious Studies.

Skills: choose the suitable methods in teaching Religious Studies' lesson.

Attitudes and values: Value the use of various methods in teaching Religious Studies.

c) Learning activity 3.2

Ask student teachers to brainstorm some approaches in teaching and learning, learnt in the Foundations of education. Ask them to form gender balanced and inclusive groups, give each group a copy of Students' Textbook to research on the teaching approaches that are used in teaching Religious Studies lesson then indicate which are appropriate for Religious Studies and why. Allocate time for the task, then ask them to present. Emphasize the important ideas.

Answers to the activity 3.2

In teaching Religious Studies, the following approaches are applied because they are concerned with themes of Religious education, dimensions and objectives. They include: Life approach, Phenomenological approach, an Experiential approach, Concepts for learning Approach, Ultimate questions as a focus Approach and Pupils' world views Approach.

Answers to the application activity 3.2

In pairs, give copies of primary Religious Studies syllabus; assign them to find topics where life approach, phenomenological approach and experiential approach can be used. Assess what they have done and give comments to each pair.

The life approach is the most suitable to teach about "Relationship and friendship" topic.

This is because in the life approach the teacher uses the actual day to day experiences of learners and moving through reflection on these experiences to a Religious understanding of them, and relationship and friendship are real life experiences of learners.

3.3.5 Methods of teaching Religious Studies

a) Learning objectives

Knowledge and understanding: recall learner centred methods of teaching Religious Studies.

Skills: choose the suitable methods in teaching Religious Studies' lessons.

Attitudes and values: Value the use of various methods in teaching Religious Studies.

b) Teaching resources

Foundations of Education notes, internet, Students' Textbook of Teaching Methodology for Religious Studies.

c) Learning activity 3.3

Ask learners to think pair and share on the methods of used in the teaching and the learning of Religious Studies, based on their own experiences and on the knowledge acquired in foundations of education. Precise time for the task, let each pair present and emphasise important points.

Answers to the learning activity 3.3

The following methods are used in teaching and learning Religious Studies, they include: story telling, dramatization, role play, discussion, debate, discovery method, think pair and share, question and answer use of a song, drawing, modelling, visits, miming, demonstration and memorization.

This is because they are learner centred and they are applicable to all topics in the primary Religious Studies syllabus and also connect well with the approaches used in teaching and learning Religious Studies.

Answers to the application activity 3.3

1. In teaching the topic, "*Ububabare n'izuka bya Yezu*" in P3, I would use the following methods: storytelling, question and answer, drawing, use of a song, memorization of a verse from the Bible and group work.
2. In teaching the topic, "*Why fasting is necessary for Muslim during the month of Ramadan*" in P4, I would use, group work, question and answer, role play, discovery method, think pair and share, debate and demonstration.

In both topics, the choices made for the teaching methods is because they are learner centred methods and are applicable to the mental age, the content and level of interest of the learners.

3.6 Additional information

Other approaches applied in teaching of Religious Studies include

- A minimalist approach is where provision for Religious education falls far short of government recommendations, whether in terms of timetable allocations, specialist teachers, or material resources.
- An 'adequate' approach is where provision for Religious education complies with government recommendations, in terms of timetable allocations, specialist teachers, and material resources.

- The main Christian' approach is where most attention is given to Christian Religious Education and less attention is given to the teaching of other religions. It tends to place a strong emphasis on biblical Studies.
- A systematic approach is where a number of religions may be taught, but each will be taught separately.

3.7 End Unit Assessment

Kaliza should apply the following principles in order to deliver well the Religious Studies lesson:

Respect of one's belief, focusing on values, openness, promotion of fairness, role modelling, impartiality, gender balance and inclusivity.

Approaches used in Religious Studies include:

- **Life approach**

In the Life approach, the teacher uses the actual day to day experiences of learners and moving through reflection on these experiences to a Religious understanding of them. It focuses on reflection and critical thinking and promotes interactive and participatory learning.

- **A Phenomenological approach**

It is where all religions are studied objectively, in terms of their common essential components or dimensions, and there is a tendency to focus upon the public or 'external' expressions of religion.

- **An Experiential approach**

This seeks to get the pupils to reflect on these fundamental experiences, to recognize the cognitive and affective significance of these experiences in their live and to make reasoned judgments (including value-judgments) about them.

- **Concepts for learning Approach**

This approach takes key concepts from a given religion and from Religious Studies as a discipline and enables pupils to increase their understanding about this religion and its beliefs.

● **Ultimate questions as a focus Approach**

This approach uses 'big questions' of meaning, purpose and truth to explore the impact of religion on life, to construct meaning and to challenge the learners to deepen their own ideas.

● **Pupils' world views Approach**

A world views approach develops answers to human questions, using Religious ideas and teachings as a resource for pupils' own development.

3.8 Additional activities

Remedial Activities

1. Explain briefly the principles applied in teaching Religious Studies.
2. Name the approaches used in teaching Religious Studies.
3. Give examples of methods can be used to teach Religious Studies

Answers

1. The following principles are applied in teaching Religious Studies
 - **Respect of one's belief:** The teacher should never impose nor undermine learner's beliefs.
 - **Focusing on values:** Religious Studies deal with the Religious teachings but its main objective is the behavior change or values and attitudes that learners get from the Religious teachings.
 - **Openness:** Appropriate openness about what a teacher believes can be a professional asset. Teachers should be prepared to answer questions from learners and allow them to talk about their own beliefs.
 - **Promotion of fairness:** In the school, they may be student of various beliefs. This diversity may be at the same time an opportunity for both conflict and co-operation. It is the role and responsibility of teachers to exploit this diversity positively by always striving for fair and accurate representation of Religious in forming groups for a given task.
 - **Role modelling:** Teachers of religion or Religious Studies should always strive to do well and have sound judgement and attitudes so that their students emulate their good behaviors. The professional life of Religious Studies teacher should be guided by humility and other good values.

- **Impartiality:** Teachers should be impartial in dealing with controversial Religious issues. Their position should always be based on facts and truth not just opinions of students; the teacher is encouraged to respect freedom of opinion.
2. The approaches used in teaching Religious Studies include:
 - Life approach
 - A Phenomenological approach
 - An Experiential approach
 - Concepts for learning approach
 - Ultimate questions as focus approach
 - Pupils' world views approach
 3. Examples of methods than can be used to teach Religious Studies:
The following methods are used in teaching Religious Studies: story telling, dramatization, role play, discussion, debate, discovery method, think pair and share, question and answer use of a song, drawing, modelling, visits, miming, question and answer, demonstration and memorization.

Consolidation activities

You are to teach, “*The call of Abraham*”, in P4, Unit 2 which methods of teaching will you apply in teaching this topic. Make an explanation on how you will apply them.

Answers

Some methods that can be used to teach this topic include: role play, storytelling, question and answer, discovery method, discussion and research work from the Bible.

Using your professional skills, assess whether the methods are correctly explained how to be applied in teaching this topic.

Extended activities

Conduct a research from the neighbouring primary schools, to find out which approaches are applied in teaching Religious Studies.

Guidance on answering the extended activities

Ask permission from the administration of your school and the administration of the neighbouring primary school to allow learners conduct a research on the approaches applied by Religious Studies teachers. Assign the gifted and talented learners to visit the Primary Schools, interview the Religious

Studies teachers on the approaches they use and some classes as they teach religion as well.

3.9 References

1. *Primary Religious Studies syllabus.*
2. Shitohi E.M, Kerre R.M & Gichaga S.N (2008). *Distinction Christian Religious Education For Primary Teacher Education*, Kenya Literature Bureau, Nairobi
3. *Students' Textbook for Teaching Methods of Religious Studies.*
4. Sutcliffe M. John (1984). *A Dictionary of Religious Education*, SCM PRESS LTD, London.

TEACHING SCRIPTURE/ BIBLE RELATED LESSON



4.1 Key Unit competence

The learner will be able to prepare a biblical related lesson respecting the required steps

4.2 Prerequisites

From the Foundations of education, the learners know and can describe the steps used in the teaching and learning of any subject lesson.

4.3 Guidance on the introductory activity 4

The teacher asks students to go in pairs to the library and computer lab to make a research on the steps of teaching Religious lesson in 10minute, after he/she asks them to make groups of 6 persons each, i.e. 3 pairs will be joined to make a group and then he/she asks them to discuss about their findings and asks a representative of each group to present. The teacher provides manila papers and markers. The teacher guides the groups and comments on their presentations and makes corrections and he/she appreciates the work done.

Possible answers to the introductory activity 4

The steps of teaching Religious education lesson include:

Step 1: *Human experience/introduction.* It helps the teacher to introduce the lesson based on the life experiences of the learners and helps the learners to link the Religious Studies lesson with their day to day experiences.

Step 2: *Biblical experience and explanation.* It focuses on the Biblical text and its explanation to elicit its message. It moves learners to get interested in scripture reading.

Step 3: *Application and Response.* It helps the teacher to help the learner to identify and emulate the examples of the characters taught under Biblical experience and the learner is helped to respond to the message learnt.

Step 4: *Learner's activity.* It helps the learner to practically involve in an activity to reinforce the lesson.

Step 5: Conclusion, here the learner, guided by the teacher, summarizes the main points of the lesson.

4.4 List of the lessons/sub-headings

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	No of periods
1	Preamble	<p>Knowledge and understanding: describe the step of Preamble in teaching and learning of the scripture related Religious education Studies and state its role.</p> <p>Skill: explain the importance of the step of preamble in teaching and learning of the scripture related Religious education Studies.</p> <p>Attitude and value: appreciate the importance of preamble as a step in teaching scripture related Religious Studies lesson.</p>	1
2	<p>Conversation</p> <p>*Preparation</p> <p>*Presentation</p> <p>*Elaboration: <i>Explanation</i> <i>Interiorization</i> <i>Actualization</i> <i>Application</i></p> <p>*Synthesis</p> <p>*Prayer</p>	<p>Knowledge and understanding: describe the step of Conversation and identify its components in teaching and learning of the scripture related Religious education Studies lesson.</p> <p>Skill: explain the importance of the step of conversation in the teaching and learning of the scripture related Religious Studies lesson.</p> <p>Attitude and value: appreciate the importance of the step of conversation in the teaching and learning of the Bible related Religious Studies education lesson.</p>	1

3	Activity/ Conclusion	<p>Knowledge and understanding: find out an activity for the step of activity in the teaching and learning of the Bible related Religious Studies education lesson.</p> <p>Skill: explain the importance of the step of activity in the teaching and learning of the Bible related Religious Studies lesson.</p> <p>Attitudes and value: appreciate the importance of the step of activity in the teaching and learning of the Bible related Religious Studies lesson.</p>	1
	End Unit assessment	Choose a biblical Religious lesson from the primary Religious education Studies syllabus and prepare a detailed lesson plan.	1

4.5 Guidance on the lessons

4.5.1 Preamble

a) Learning objectives

The learners will be able to explain correctly the importance of preamble as the first step in the teaching and learning of the Bible related Religious education Studies lesson.

b) Teaching resources

Bible, manila papers, markers,

c) Learning activities

Learners discuss, think-pair-share, analyze the importance of preamble in groups, learners find out the activity to be done during this step, compare this step with other step used in other subject lessons.

Answers to the introductory activity 4.1

Ask the learners to hold themselves correctly (crossing the hands) and pray: “In the name of the Father and of the Son and of the Holy Spirit. Amen”. And then continue with “Glory be to the Father and to the Son and to the Holy Spirit as it was in the beginning is now and ever shall be World

without end. Amen” or you can also use this Scenario: Safari is a boy who Studies in P3.

He usually plays improvised ball with peers from his neighbourhood at 100 m from his home. His mother, Francine, wanted to send him to his aunt Caroline to ask for salt. Then she called him and Safari immediately stopped playing and went to her mother and was sent to his aunt’s house to bring salt. And ask the following questions: For what Francine called Safari? What is the relationship between Francine and Safari? What was the reaction of Safari to the call he received from Francine?

Answers to the application activity 4.1

The Preamble is the first step in the teaching and learning of the Bible related Religious education Studies lesson. It helps the teacher to be creative to introduce the learners into the Scripture related Religious education lesson; it prepares learners to get ready for the lesson to be taught. It helps learners to recall the previously learned material. For example, when teaching the topic 3 on “Acts of charity and faith” in P5, I start with this prayer and pray it with the learners” God our Father, we praise you for your love towards, for the life you have given us and for the food you have provided for us and for you led us up to school. Amen.

4.5.2 Conversation

a) Learning objectives

The learners will be able to explain correctly the importance of conversation as the first step in the teaching and learning of the Bible related Religious education Studies lesson and to describe the conversation components.

b) Teaching resources

Bible, manila papers, markers,

c) Learning activities

Learners discuss think-pair-share and analyze the importance of conversation in groups, learners find out the activity to be done during this step, compare this step with other step used in other subject lessons.

Answers to the introductory activity 4.2

The learners, guided by the teachers, present their findings on the components of conversation which include: Preparation, Presentation, Elaboration (with sub-components: explanation, Interiorization, actualisation, and application), Synthesis and Prayer.

Answers to the application activity 4.2

The learners, guided by the teacher, state and explain the components of conversation as the second step of the teaching and learning of the Bible related Religious education lesson as follows:

Preparation: Here, the teacher engages a dialogue in line with the scripture related lesson. The questions must have relationship with the biblical text that is to be studied. This aims at introducing the the biblical text that constitutes the lesson.

Presentation: The teacher indicates/presents the biblical text in the Bible or written on a flash card and ask learners to read. It involves learners in reading the Word of God.

Elaboration: This is where the teacher explains the Word of God and helps the learners to interiorize, actualize and apply the word of God in real life situation.

- **Explanation:** It helps to bring out the message intended by God.
- **Interiorisation:** The learner, through the Word of God, enters into himself/herself and looks for the meaning and develops the attitude of welcoming and commitment. That is, the learner incorporates the message from the Word of God into his/her innerlife and becomes part of his/her life.
- **Actualisation:** The learner, guided by the teacher, finds the relationship between the message and human experiences. He/she lives as a christian.
- **Application:** Here the learner is incited to change his/her negative behaviour and attitude to positive ones and to commit himself/herself to avoid sin and live a holy life. He/she will display concrete christian actions in daily life situation.

Synthesis: The learners, guided by the teacher, bring out the essential of the message from the Word of God.

Prayer: The end of conversation. The learner formulates the prayer in response to the Word of God and he/she allows himself/herself be changed by it.

4.5.3 Activity

a) Learning objectives

The learners will be able to explain correctly the importance of preamble as the first step in the teaching and learning of the Bible related Religious education Studies lesson.

b) Teaching resources

Bible, manila papers, markers,

c) Learning activities

Learners discuss, think-pair-share, analyze the importance of preamble in groups, learners find out the activity to be done during this step, compare this step with other step used in other subject lessons

Answers to the introductory activity 4.3

During the activity step, the teacher asks questions related to Scripture related lesson and the learners answer them. The learner, guided by the teacher, assimilates the message and expresses faith that is interior and spiritual and which calls to take initiative.

Answers to the application activity 4.3

The activity as the last step in teaching and learning of the Scripture related Religious education lesson helps the teacher to know to which degree the objective has been achieved. It helps the learner to assimilate the message of the Biblical text and express faith. It helps the teacher to make self-evaluation. In this step, questions related to the Scripture related Religious lesson are asked.

Example: teaching Unit 4 about “Virtues according to Qur’an” in P4. You can ask the following Questions: What is Qur’an? What are the rights of neighbours in Islam? Compare the effects of lying with the effects of telling the truth.

4.6 Additional Information

To have a deeper understanding of the topic, the teacher is required to read more about *teaching methods used in traditional African communities* which include: observation, role-play, storytelling, maxims, guidance and counselling, songs and dance, question and answer, apprenticeship and *teaching methods used by Jesus Christ* that include: storytelling, role-play, discussion, question and answer, song and dance, miming, song and dance, drawing, discovery, prayer, visits, demonstration, project, use of teaching aids,

4.7 End Unit assessment 4

1. The steps used in the teaching and learning of Bible related Religious education lesson have the same purpose and they are equal in number (3) as the other steps used in other subject lessons. The first step (Preamble), second step (Conversation) and third step (Activity) in teaching and learning of Scripture related Religious education lesson correspond respectively to first step (introduction), second step (body of the lesson/lesson development) and third step (Conclusion/evaluation) in teaching and learning of other subject lessons.
2. To teach Unit 3 about “Commandments of God” in P4, the following steps are to be followed in this way:

1st Step Preamble: It is a preparatory step in teaching the Bible related lesson. It helps the teacher be creative to introduce the learners into the Commandments of God and create a conducive environment for listening to the word of God

2nd Step Conversation:

- **Preparation:** Here, the teacher engages a dialogue in line with the Scripture related lesson. Asking questions related to the Commandments of God.
- **Presentation:** The teacher indicates/presents the biblical text in the Bible. For example, Exodus 20:2-19” Commandments of God”.
- **Elaboration**
 - **Explanation:** Main points are explained.
 - **Interiorization:** the learner, guided by the teacher, incorporates the message from the word of God into his/her innerlife and becomes part of his/her life.

- **Actualisation:** The learner, helped by the teacher, relates the message of the Bible “God’s commandments” to the human day to day experiences.
- **Application:** the learner, enlightened by the message learnt, commits himself/herself to respect and follow God’s commandments
- **Synthesis:** the essential of the message from God’s commandments is made clear and main points are summarized.
- **Prayer:** The formulation of the prayer asking for necessary graces to keep God’s Commandments is done by the learners. For example: Merciful God, help us to keep your commandments, we ask this through Jesus Christ our Lord. Amen.

3rd Step Activity: the learners explain how they will keep God’s commandments and the ones of the nation.

TEACHING A CIVIC OR MORAL RELATED LESSON



5.1 Key Unit competence

At the end of this Unit, the student teacher will be able to prepare a civic or moral related lesson respecting all steps and structure of a lesson plan.

5.2 Prerequisites

The student teachers have general knowledge on principles, approaches and methods of teaching and learning from Foundations of education. In Unit 3, the learners are well vast with knowledge, skills attitudes and values on general principles, approaches and methods of teaching Religious Studies. Moreover, the learners are able to differentiate a Bible related lesson from a civic or moral related lesson.

5.3 Guidance on the introductory activity

Ask the learners in groups and give each group a copy of lower primary or upper primary syllabus for Religious Studies, to identify a topic that has civic or moral lesson and give reasons why they choose the topic. Then discuss about the steps for teaching that lesson using the life approach as they learnt from Unit 3, on life approach.

5.4 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Human experience/ Inquiry	Knowledge and understanding: recall a human experience that has a moral lesson in connection to teaching and learning. Skills: deduce the moral values learnt from the human experience in connection to teaching and learning. Attitudes and values: appreciate daily experiences as sources of learning moral values in connection to teaching and learning.	1

2	Scripture experience and explanation	<p>Knowledge and understanding: relate the scripture experience with the human experience in connection with teaching and learning.</p> <p>Skills: explain the scripture experience in connection with the human experience as a step in teaching and learning.</p> <p>Attitudes and values: value the scripture experience in their lives in connection with teaching and learning.</p>	1
3	Application and Response	<p>Knowledge and understanding: explain the lesson learnt in the human and scripture experience in connection to teaching and learning.</p> <p>Skills: apply the lesson in their own life in connection to teaching and learning.</p> <p>Attitudes and values: change their behaviour to embrace the new values as goal in teaching and learning.</p>	1
4	Example of a lesson plan which is moral/ civic lesson	<p>Knowledge and understanding: identify the main steps in teaching a moral or civic lesson.</p> <p>Skills: prepare a lesson plan respecting all the steps.</p> <p>Attitudes and values: respect the essential aspects in lesson preparation.</p>	2
5	End of Unit assessment		1

5.5 Guidance on different lessons

5.5.1 Human experience/Inquiry

a) Learning objectives

Knowledge and understanding: recall a human experience that has a moral lesson in connection to teaching and learning.

Skills: deduce the moral values learnt from the human experience in connection to teaching and learning.

Attitudes and values: appreciate daily experiences as sources of learning moral values in connection to teaching and learning.

b) Teaching resources

Foundations of Education notes, Students' Textbook of teaching Methodology for Religious Studies, a story, Primary Religious Studies syllabus.

c) Learning activity 5.1

Invite learners to recall their own experiences or events that taught them moral values then share in groups. Allocate the time for the task. Select few groups to present in class. Give comments on the presentations. Then conduct a class discussion on the importance of such experiences in regards to teaching and learning a moral or civic lesson.

Answers to learning activity 5.1

The importance of personal experiences in regard to teaching and learning a moral or civic lesson is to examine, explore and discuss so as to give new meaning and lay foundations to Religious concepts and ideas.

Application activity 5.1

Facilitate the group discussions, assess whether the human experience relates with the topic chosen in teaching a moral or civic lesson. Give comments on the group work.

5.5.2 Scripture Experience and Explanation

a) Learning Objectives

Knowledge and understanding: relate the scripture experience with the human experience in connection with teaching and learning.

Skills: explain the scripture experience in connection with the human experience as a step in teaching and learning.

Attitudes and values: value the scripture experience in their lives in connection with teaching and learning.

b) Teaching Resources

The Bible, Religious textbooks and Students' Textbooks for Methodology for Religious Studies.

c) Learning Activity 5.2

Group learners in pairs and assign them the task to find out which God's Commandments forbids sexual immorality between unmarried people. Ask some few pairs to present.

Answers to activity 5.2

The sixth and the ninth commandments forbid sexual relations between unmarried people.

Application Activity 5.2

Issue Bibles to groups then assign them to research for a Bible passage that connects with the human experience and the topic chosen. Assess whether they have done it correctly.

5.5.3 Application and response

a) Learning objectives

Knowledge and understanding: explain the lesson learnt in the human and scripture experience in connection to teaching and learning.

Skills: apply the lesson in their own life in connection to teaching and learning.

Attitudes and values: change their behaviour to embrace the new values as goal in teaching and learning.

b) Learning resources

The Bible, Religious textbooks, Students' Textbooks for Methodology for Religious Studies.

c) Learning activity 5.3

Open a class discussion and ask learners to brainstorm learner centered methods that can be used to assess learners during the lesson proper to the teaching of Religious Studies. Then comment on their answers.

Answers to the learning activity 5.3

Question and answer, group work and presentations, discovery method, memorization, etc.

Application activity 5.3

Ask learners to form groups, assign them a task to discuss the possible application and response of your learners and the activity you would give to the learners. Then, write down the main points of your lesson as a conclusion, in connection with the topic you had chosen.

Answers to the application activity 5.3

Assess whether the group work corresponds with the instructions given. Mark the group work, give comments and record in students' progress book.

5.5.4 Example of a moral/civic lesson plan

a) Learning Objectives

Knowledge and understanding: identify the main steps in teaching a moral or civic lesson.

Skills: prepare a lesson plan respecting all the steps.

Attitudes and values: respect the essential aspects in lesson preparation.

5.6 Additional information

Qualities of a Religious Studies teacher

According to Shitohi E. (2008), a Religious Studies teacher has a lot of influence on the pupils they teach and acts as a model in all ways. As a role model, the teacher should exhibit the following qualities:

- Moral uprightness
- Knowledgeable in the subject.
- Competence in all teaching approaches and methods.
- Creative and imaginable.
- Love for the Religious subject.
- Respectful of other people's faith.
- Guide and counsel learners.
- Firmness and friendliness.
- Good communicator.
- Gender responsive.
- Wise in handling various issues affecting learners.

5.7 End of Unit assessment 5

Assign the student teachers to prepare a moral or civic related lesson individually, following all the steps, applying the methods appropriately and teaching and learning activities and pointing out the competencies to be developed and cross-cutting issues addressed. Assess the lesson plan, award marks and record in students' progress book.

5.8 Additional activities

Remedial activities

Identify the main steps followed when teaching a moral or civic related lesson.

Answers

The main steps followed when teaching a moral or civic related lesson are:

1. Human experience/ inquiry.
2. Scripture/biblical experience and explanation
3. Application and response.

Consolidation activities

1. Discuss the importance of giving learners an activity to perform after teaching and learning process.
2. In groups, compare and contrast the steps following of teaching a Bible related lesson and a moral or civic related lesson.

Suggestion on the guidance of the questions

Instruct learners to discuss in groups the above questions, assess and give comments, award marks and record in students' progress book.

Extended activities

Justify why life approach is recommended to be used in teaching primary school learners.

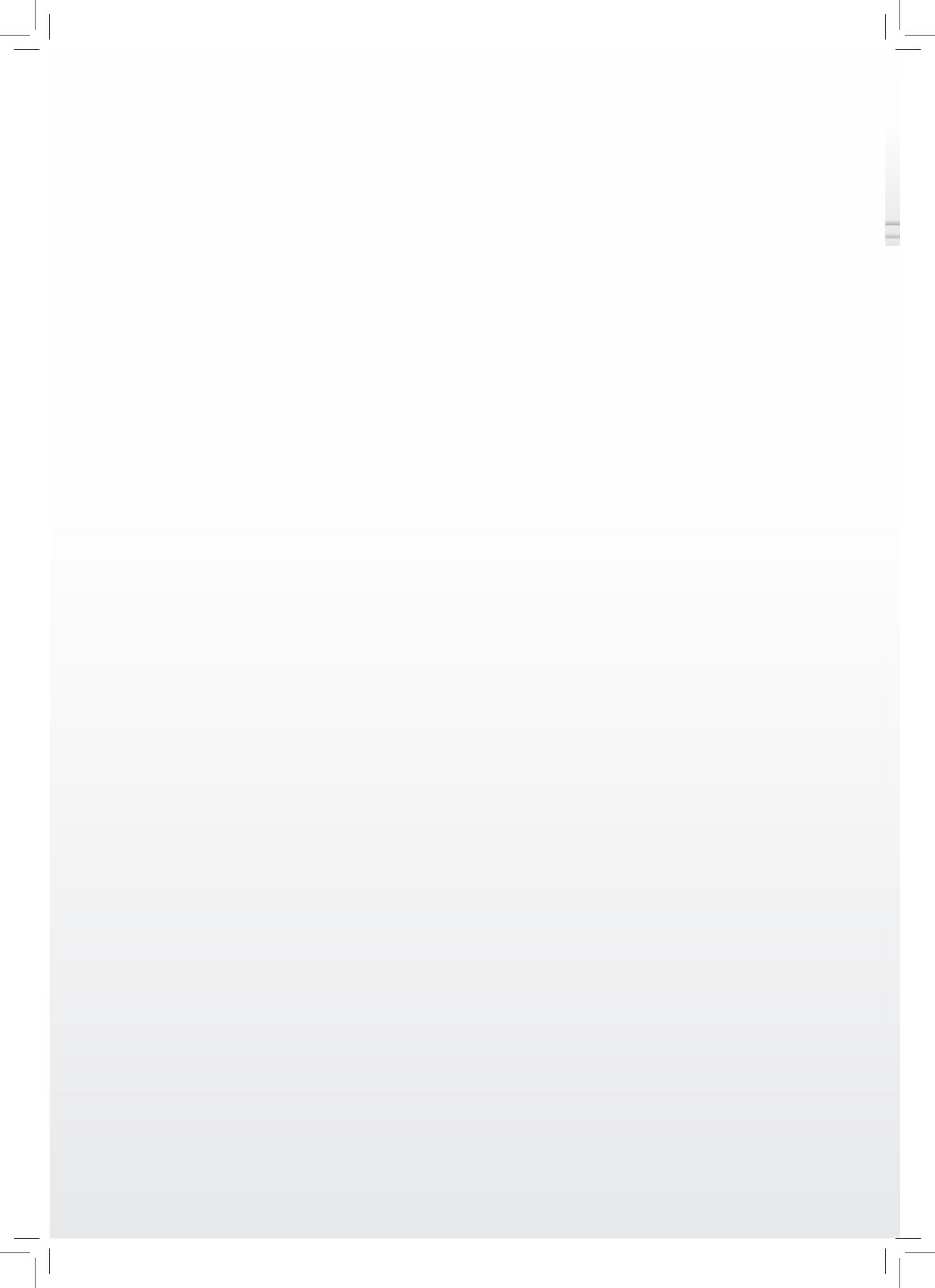
Answers

Life approach is recommended to be used in teaching primary school learners because of the following reasons (Shitohi: 2008):

- It allows learners to participate actively in the lessons being taught.
- It raises the imagination and curiosity of learners to desire to gain more knowledge in the subject.
- It helps learners to explore their experiences so that they may truly accept the message of the Bible.
- It gives the teacher a chance to receive views from learners in the development of the lesson.
- It makes learners understand how God reveals himself through: human experiences, creation, Bible, believers commUnity, Jesus Christ and Holy Spirit.

5.9 References

1. Shitohi E.M, Kerre R.M & Gichaga S.N (2008). *Distinction Christian Religious Education For Primary Teacher Education*. Kenya Literature Bureau, Nairobi.
2. Students' Textbook for Teaching Methods of Religious Studies.



OBSERVATION OF MODEL LESSONS



6.1 Key unit Competence

Use lesson observation sheet to evaluate the adequacy of teaching and learning strategies used during model lessons.

6.2 Prerequisites

Remember to Student-teachers that the lesson observation sheet has been taught in Foundations of Education. In this unit tutors check if all learners have the same understanding on the following points:

- Teacher's documents and their importance
- Techniques, strategies and methods used in teaching and assessing Religious studies in primary school
- Lesson observation
- Classroom management.

6.3 Introductory activity

- Before observation of model lesson in demonstration school, set time for micro-teaching in groups of student-teachers and invite student teachers to take that opportunity to make practice of filling observation sheet. Student teachers in a team take turns to play different roles (role of the tutor, role of primary or pre-primary learners and role of the teacher.
- After the micro teaching, team members are given time to discuss on how the observation sheets were filled in before sharing with the whole class. They highlight points that need more explanations.
- Group representatives present the summary of points of the observation sheet that need clarification.
- Use different questions to facilitate students to give their points of view and ensure that you arouse their curiosity on the process of lesson observation (using lesson observation sheet, lesson observation report, constructive feedback) basing on their experience, prior knowledge acquired in FOE and abilities shown in answering the questions for this activity.

6.4 List of lessons

#	Lesson title	Learning objectives	Periods
1	Observation of model lesson in demonstration school	Use lesson observation sheet to record a lesson and to write report	
2	Reflect and critique of the lesson observed	Provide constructive feedback of the observed lesson	
3	Assessment and remediation		

6.5 Guidance on different lessons

Lesson 6.5.2: Observation of model lesson in demonstration school

a) Learning objective

Use lesson observation sheet to record a lesson and to write report

b) Teaching and learning resources

Making sure that all student teachers have lesson observation sheet, textbook, notebook and pen.

If possible avail Camera and Ipad to take picture or film the whole lesson

c) Steps for observation of model lesson

(i) Before lesson observation

At least a week before observation of model lesson in a demonstration school, the tutor informs the teacher about it for him/her to plan accordingly. Depending on the number of student teachers in class and number of classes in demonstration school, the tutor can plan to conduct observation in more than one classroom at the same time. Make sure that there is acceptable number of student teachers in a class and camera to film the whole process without disturbing pupils.

The student-teacher doing lesson observation must read beforehand the observation guide and be conversant with it. Apart from the lesson observation form, the observer must be equipped with a **notebook** to take down some important events (actions, gestures, teacher's or learners' attitudes, etc) that occurred during the lesson, which are likely to influence the teaching/learning process or the observer's appreciation.

In addition, the observer should be equipped with subject knowledge so that feedback will be based on correct information related to the subject observed. The tutors in collaboration with student teachers try to recall what have been taught in Foundations of Education subject in term of methods of teaching, observation sheet, item to be observed regarding:

- **Conceptual** (the conceptual development of his or her learners), derivational (the process of developing new entities from existing knowledge), structural (the links or connections between different entities, concepts, properties, etc), procedural (the acquisition of skills, procedures, techniques), efficiency (learners' understanding or acquisition of processes or techniques that develop flexibility, elegance or critical comparison of working), problem solving (learners' engagement with the solution of non-trivial or non-routine tasks) and reasoning (learners' development and articulation of justification and argumentation).
- **The contexts in which the teachers posed the tasks.** It has two dimensions: (1) whether the context was related to the real world or not and (2) whether the data or information used was genuine or invented by the teachers.
- **The teacher's strategies** that might be used to facilitate learners' learning of new concept.
- The teaching strategies to verify are such as: activating prior knowledge, exercising prior knowledge, explaining, sharing, exploring, coaching, assessing or evaluating, motivating, questioning, and the differentiation in which the teacher should attempt to treat learners differently in terms of the kind of activities performed, materials provided and/or the expected outcome to make instruction optimally adapted to the learners' characteristics and needs.

(ii) During the lesson observation

In class, the tutors introduce the student teachers and assure that there is no disturbing occur by their visit.

During the observation of the lesson, making sure all student teachers are in class at beginning of the lesson and observe the whole lesson. The student-teacher observing the lesson progressively completes the form and takes notes on events as they occur in his/her notebook. Those notes will be a referential basis for the appreciation on different aspects of the lesson. It is recommended to film the whole lesson for using that video during the feedback session.

(iii) After the observation session

After observation session, the tutor invites the teacher for a short debriefing before he/she leaves. When the time allows, student teachers can participate in the debriefing session. During the debriefing, the teacher expresses him/herself about some facts that characterized the lesson such as his/her intentions/motivation, his/her choice of lesson objectives, learning activities, methods and techniques used, organizational and evaluation styles, processes and results.

When the debriefing session is not possible in the demonstration school, the tutor can invite him/her during reflecting session in TTC.

Assessment

The student teacher makes a short report showing what they have learned, positive aspect and area of improvement.

6.4.2 Reflect and critique of the lesson observed

a) Learning objective

Provide constructive feedback of the observed lesson

b) Teaching and learning resources

Lesson observation sheet filled of all student teachers, textbook of Foundation of Education and TMP, notebook and pen, Video of the recorded lesson or Ipad

c) Guidance to conduct reflective session effectively

Here are six tips for improving lesson observation feedback

(i) Capture your lesson

Whether you are being observed or observing someone else, video can be an objective tool for you both, allowing you to have a two-way discussion rather than just a feedback session. Reviewing the video together means you can actively discuss, pause, rewind, fast-forward and allow your colleague to come to their own conclusions, making it more meaningful for you both.

(ii) Use exploratory questioning

This type of questioning naturally opens up dialogue, giving you time to think and draw conclusions. For example, try saying: “What do you think you could do to tackle the problem of...” rather than “What you need to do is...”

(iii) Make feedback constructive

Even if a lesson does not go to plan, the situation can be turned into a positive one if you give the teacher constructive feedback and help them to learn from the situation. Constructive feedback helps identify solutions for areas of weakness by looking at what can be improved rather than focusing on what went wrong.

(iv) Relate back to previous objectives set

Always keep a clear focus in mind. Relate your discussion to the targets already set, if new topics arise; set these as development targets for your next session. Staying focused will allow you to give some 'easy wins'; developing a feeling of immediate progression. Be clear in your own mind about why you are feeding back. What exactly do you want your colleague to achieve with what you are telling them?

(v) Be patient

Give you and your colleague time to draw your own conclusions and then explore them together without cutting across one another. You will develop a stronger, more professional relationship.

(vi) Do it again

Whether giving or receiving lesson observation feedback, request you do it again and regularly. Only by continually discussing and breaking down what you saw can help you understand progression.

Some learning activities to make reflective session more active

- Form groups of students and give them observation sheet collected after lesson observation
- Ask them to remember the whole process of the lesson and try to describe the process of the lesson and highlight positive aspects and area of improvement.
- Move around in every group and facilitate them in their discussions by asking some questions and prompts to student-teachers, encourage talk and extend thinking'
- Invite groups to present their findings.
- As Tutor, harmonize the work done by student-teachers highlighting the purpose of lesson observation, activities to be done when observing a lesson

Using the lesson observation sheet, help students to harmonize their answers and findings.

- Organize a whole class discussion on how to improve the lesson observed
- Correct the reports of student teachers done after observing the lesson.

6.6 End unit Assessment

Play a video of one recorded lesson and ask student teachers to criticize that lesson using the student's book, the lesson observation sheet and lesson observation guide provided by REB .

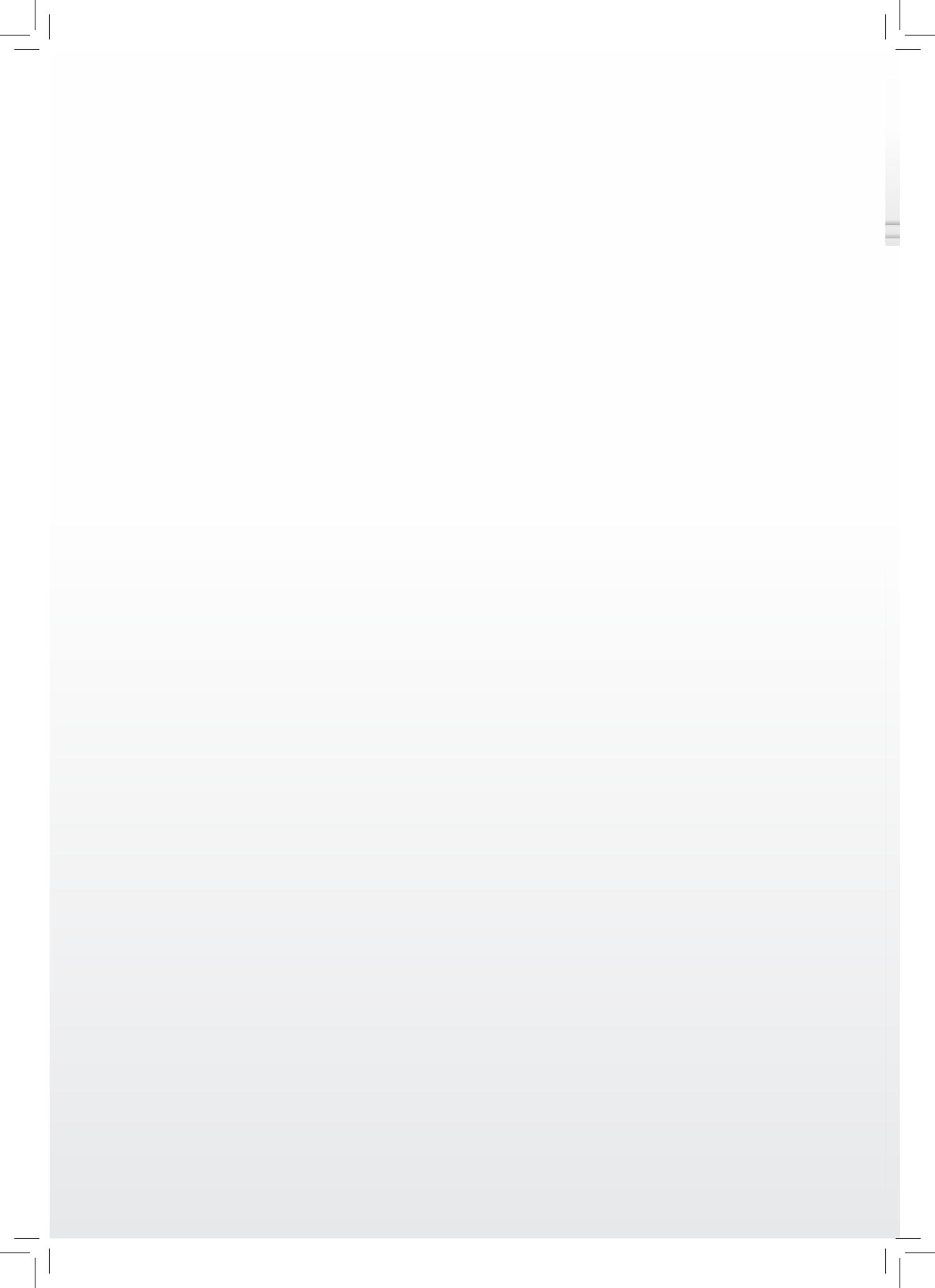
6.7 Additional information to the tutor

The following are the main components of a lesson observation sheet at the international level (Education Development Trust, 2018):

	Item	Indicator (detail)
1	Assessment and evaluation	Assessment is aligned with goals and instructional objectives
		The teacher gives explicit, detailed and constructive feedback
2	Differentiation and inclusion	The teacher creates an environment in which all learners are involved
		The teacher takes full account of learner differences
3	Clarity of instruction	The teacher shows good communication skills
		There is clear explanation of purpose
		Lessons are well structured
4	Instructional skills	The teacher is able to engage learners
		The teacher possesses good questioning skills
		The teacher uses various teaching methods and strategies
5	Promoting active learning and developing meta-cognitive skills	The teacher helps learners develop problem-solving and meta-cognitive strategies
		The teacher gives learners opportunities to be active learners
		The teacher fosters critical thinking in learners
		The teacher connects material to learners' real-world experiences

6	Classroom climate	All learners are valued
		The teacher initiates active interaction and participation
		The teacher interacts with all learners
		The teacher communicates high expectations
7	Classroom management	Learning time is maximized
		Clear rules are evident
		Misbehavior and disruptions are effectively dealt with

Source: *Education Development Trust, 2018*).



7.1. Key unit competence

Facilitate social studies lessons to peers in a simulated context

7.2 Prerequisites

Student-teachers to remember that micro-teaching is a session that will help them to put into practice what they have learned in Foundations of Education and Teaching Methods and Practice. Therefore, you have to check if all learners have the same understanding on the following points:

- Lesson planning
- Use of teaching and learning resources in the lesson
- Lesson observation and feedback.
- Teacher's documents and their importance,
- Techniques, strategies and methods used in teaching Religious studies in primary school,
- The classroom management.

7.3 Introductory activity

- Before student teachers engage in micro-teaching, ask them to form small group and reflect on steps for conducting a micro-teaching session and the requirements of each step in terms of pedagogical documents and what to observe at every step.
- Invite one group to present to whole class.
- Use different questions to facilitate students to give their points of view and ensure that you arouse their curiosity on the process of microteaching at TTC and how they can consider the same process where a group of in-service teachers of the same school observe the lesson of their colleague and give him/her feedback for more improvement.

7.4 List of lessons

#	Lesson title	Learning objectives	Number of periods	
			SME	ECLPE
1	Micro-teaching and its steps	Describe the role of microteaching and its steps.		
2	Practicing Micro-teaching	Deliver a lesson in micro teaching lesson		
3	Assessment and remediation			

7.5 Guidance to the lessons of Microteaching

7.5.1 Meaning of microteaching and steps

a) Learning objective

Describe the role of microteaching and its steps.

b) Teaching and learning resources

Lesson observation sheet, textbook, notebook and pen, chart with steps of micro-teaching.

c) Learning activities

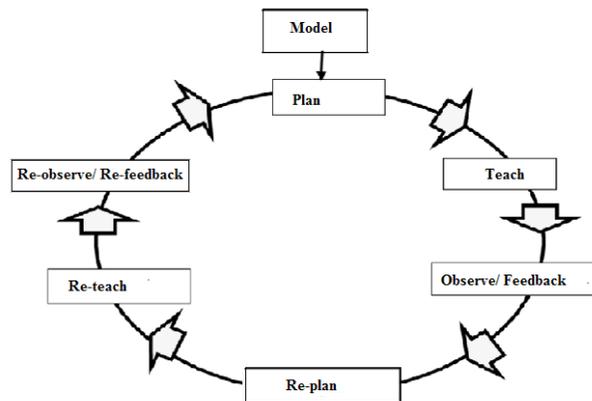
- Harmonize the work done by student-teachers during introductory activity guiding them to describe the microteaching, its importance and its steps.
- Ask questions that allow students-teachers to recall the process of giving constructive feedback learned in Foundations of Education. Focus on “to whom, when and why to give feedback, process of giving feedback; receiving feedback, readiness to accept and to improve” and invite them to apply this knowledge during microteaching.
- After learning activities, ensure that the student teachers have the same understanding of meaning of microteaching and its steps. At the beginning, make a conversation with student teachers by giving them the meaning and the rationale of micro teaching as well as on how it will be evaluated. Below are the meaning of micro-teaching and some point which will be in conversation between tutor and student-teachers.

What is micro-teaching?

Micro-teaching is a shorter version of the process that you go through to prepare and teach a lesson. The micro-teaching session will bring together

a small group of peer teachers to observe each other teaching short lessons and to provide and gain feedback on teaching. Learners are peer student teachers. The micro-teaching session allows student-teacher to focus on teaching and assessment strategies in a non-threatening environment, and receive supportive feedback on their teaching from their peers and tutors.

Micro-teaching steps



Source: Reddy KR, 2019; adapted by the content provider

Step 1: Preparation of Micro-Teaching Lesson

What to do to prepare for micro-teaching?

Due to the time constraints of time reserved to micro teaching, the tutor will ask the student teachers to prepare in advance for the upcoming micro-teaching session. The student teacher will prepare a content which will be delivered in 15-minute lesson that will include questions from the “students,” their peer observers. The tutor will ensure that everyone has equal time to participate and receive feedback. The tutors remember student teacher to prepare all materials that they will need and that point of preparedness will be included in appreciation of the lesson.

The tutors should prepare ICT tools which will help in recording session during delivering and displaying the session during feedback session. Make sure that all ICT tools are working efficiently.

Step 2: Teach in micro-teaching model of gives the following setting

Under this step the student teacher teaches a micro-lesson to a micro- class (peers). This lesson is observed by the tutor and the peer group with the help of the appropriate observation schedule. The lesson can be recorded using an audiotape or video tape.

Step 3: Feedback

Immediate feedback is given by the tutors and the peer group observer.

Step 4: Re-planning

On the basis of the feedback the student teacher may re-plans the lesson.

Step 5: Re-teaching

The session where the student teacher re-teaches his/her micro-lesson on the basis of his/her re-planned lesson.

Step 6: Re-feedback

The student teacher is provided re-feedback on the re-taught micro-lesson.

To sum up, during microteaching process, the “teach-re-teach” cycle may be repeated several times until the desired level of skill or adequate mastery is achieved. Such repeated cycles of teaching, feedback and re-teaching help the student teacher to improve his teaching skills one at a time.

Micro-teaching cycle (the cycle continues up to the extend when a trainee will be able to master a specific skill)

Application activity 12.1

The Tutor asks student teachers to watch a video whereby the teacher has asked to repeat a lesson after feedback. Student teachers indicate the steps of that micro teaching and when each step has started.

7.5.2 Practicing micro teaching

a) Learning objective

Deliver lesson in microteaching setting

b) Teaching and learning resources

Lesson observation sheet, Tape video recorder, Camera, Video. Projector, computer

c) Learning activities

During the preparation phase Tutor asks student teachers to choose one topic to teach that they feel most comfortable with. Tutor tells them to assume that they will be teaching the class with the following characteristics:

- Number of students/pupils to teach (to be precise)
- Type of pupils: pre-primary or primary and special needs cases

- Class and prior knowledge (to be precise)
- Time duration for micro-teaching lesson

Tutor asks student teachers to keep the lesson focused on a clear learning objective and use relevant but not expensive teaching materials. During preparation steps, the tutors will be around to support student teachers as needed. This preparatory step ends by lesson plans ready to be submitted to the tutor for correction and more guidance.

During the delivering of the lesson

The tutor reminds to student-teachers that the focus of the micro-teaching session is on learners engagement. The strategies used to encourage learners discourse. How student teacher engages learners in conversations in classroom. The focus can change according to the objectives of the micro-teaching but it would be better to focus on no more than three items in one session. Remember the student teachers who are acting as learners to behave as learners depending on the level chosen.

Tutor reminds student teachers who act as observers to fill observation sheet and to be focused on what have been agreed before. The way the student teacher fill that observation sheet will be part of the record of their performance in that lesson.

Tutor takes video of whole lesson and doesn't accept any interruption during the lesson. When time allocated to the lesson is finished the tutor gives a signal to stop the lesson.

a) Feedback

Immediate feedback is given by the student teacher and the peer group. This feedback will use the strategies of constructive feedback. It would be better to conduct quick feedback before to proceed to feedback using video taken.

If the time allows, the feedback session is happening directly after micro teaching. If the tutor doesn't have time, in accordance with student teachers they can plan next time to make that session. The tutor takes the observation sheets of all student teachers to evaluate their skills on how to appreciate a lesson.

b) Re-planning, Re-Teaching and Re-feedback

These three sessions depend on the feedback the student teacher has received. The conclusion of feedback is to say if student teacher passed or will re-plan the lesson for next sessions.

7.6 End unit Assessment

Tutor asks student teachers to take syllabus and each one select lesson to prepare and to present in small group. Each student teacher will then submit report with observation sheet filled of lesson watched.

7.7 Additional information to the tutor

Not applicable.

8.1 Key unit competence

Facilitate various Religious lessons in demonstration schools

8.2 Prerequisites

Student-teachers are going to work successively in this unit if they make a short revision on general concepts learnt in Foundations of Education:

- General techniques and strategies of teaching.
- Lesson planning
- Use of teaching and learning resources in the lesson
- Classroom management
- Mastery of pre-primary/primary content

8.3 Guidance on the teaching practice activity

Preparation step

- At least a week before the lesson delivery, the tutor works with teachers in demonstration schools to have a list of lessons to be taught by student teachers in different subjects and grade.
- The tutor assign student teachers for lesson preparation and ensure that a student teacher has chance to teach different subjects in different grades to gain skills in different pedagogical contexts.
- Tutors of different subjects should be available to support student teachers during lesson planning.
- After lesson preparation, lesson plans are reviewed and marked by the tutor responsible of Teaching practice.
- Student teachers are given opportunity to discuss the responsibilities of a religious studies teacher in the classroom
- Student teachers are provided with instructions and guidance to follow at the demonstration school: lesson observation and feedback, prepare their Religious studies lesson effectively, organize appropriate teaching aids and appropriate class management strategies.

- The tutor ensures that teachers in demonstration school are familiar with the lesson observation sheet, have enough skills in giving constructive feedback.
- The tutor organize how different tutors will supervise student teachers

During delivery of lessons

- The tutor ensures that the class/subject teacher in demonstration school observe the whole lesson without any interruption and fill in the observation sheet progressively.
- The student teachers who don't have a lesson to deliver observes the lesson of their fellow student teachers and fill in observation sheet.
- All tutors who have been assigned to accompany to the demonstration school ensure that teaching practice is effectively done for all student teachers.

After delivery

- After the teaching practice, each student teacher meets with the class teacher and where possible together with the Tutor to discuss feedback to improve the next teaching practices.
- Back at school/TTC, the tutor meets all student teachers for debriefing session on teaching practice and take some strategies for improvement for next sessions.
- For recording purposes, student teachers and supervisor tutors submit filled observation sheets to the tutor in charge of teaching practice.
- The Tutor marks the observation sheets for student teachers who played as observers of their fellow students and consider marks of lesson plans and delivery for student teachers who played role of teachers.²

Additional information to the tutor

Purpose of teaching practice

- It provides the opportunity to develop positive approach and attitudes to the school and school community which facilitate to grow in profession awareness and development of the student teacher.
- It provides the opportunities to establish relationship with learners, teachers and other stakeholder involved in education.
- It provides opportunity to discover and develop one's ability as a teacher,

- It gives the opportunity to interact and understand learners and attempt to cater for their individual need;
- It provides the opportunities to have classroom experiences and apply the theoretical skills learnt in college;
- It gives the opportunity to develop qualities crucial to teaching such as humility, interpersonal skills, openness and patience.