

Religious Education
for
Rwanda Schools
Primary 5
Teacher's Book

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FOREWORD

Dear teacher,

Rwanda Education Board is honoured to present P5 Religious studies which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Religious studies content. in primary level. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

This Teacher’s guide for Religion studies is comprised of two parts: Christian Religious studies part and Islamic Religious studies. Each school will only choose one part to teach either Christian Religious studies and or Islamic Religious studies. In every part, Teachers are supposed to use it in developing students’ competences that will enable them to live well with others in the society and respect all God Creatures.

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

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

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

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

To facilitate you in your teaching activities, as earlier mentioned, this teacher's book is comprised of 2 parts: Christian Religious studies and Islamic Religious studies part. Your guidance will depend on which Religion the school has chosen. Each part is divided into 3:

- Part I: Highlights the structure of this book and gives you general methodological guidance;
- Part II: presents sample lesson plans as reference for your lesson planning process;
- Part III details the teaching guidance for each concept given in the student book.

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

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

Dr. NDAYAMBAJE Irénée
Director General of REB

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Joan MURUNGI,

Head of CTLR Department

STRUCTURE OF TEACHER'S GUIDE

PART I: GENERAL INTRODUCTION

1.0 About the teacher's guide

This book is a teacher's guide for Religion studies P5. It is comprised of both Christian and Islam Religious studies. It is designed to accompany senior four student's book and intends to help teachers in the implementation of competence-based curriculum specifically Social and religious studies.

As the name says, it is a guide that teachers can refer to when preparing their lessons. Teachers may prefer to adopt the guidance provided but they are also expected to be more creative and consider their specific classes' contexts and prepare accordingly.

1.1 The structure of the guide

This section presents the overall structure, the unit and sub-heading structure of Religious studies content. It will help teachers to understand the different sections of this guide and what they will find in each section.

Overall structure

The whole guide has three main parts as follows:

- **Part I: General Introduction**

This part provides general guidance on how to develop the generic competences, how to integrate cross cutting issues, how to cater for learners with special educational needs, active methods and techniques of teaching Religious studies and guidance on assessment.

- **Part II: Sample lesson plan**

This part provides a sample lesson plan, developed and designed to help the teacher develop their own lesson plans.

- **Part III: unit development**

This is the core part of the guide. Each unit is developed following the structure below. The guide ends with references.

Structure of a unit

Each unit is made of the following sections:

- **Unit title:** from the syllabus

- **Key unit competence:** from the syllabus
- Prerequisites (knowledge, skills, attitudes and values)

This section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The teacher will find an indication of those prerequisites and guidance on how to establish connections.

- **Cross-cutting issues to be addressed**

This section suggests cross cutting issues that can be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue. Note that the issue indicated is a suggestion; teachers are free to take another cross-cutting issue taking into consideration the learning environment.

- **Guidance on the introductory activity:**

Each unit starts with an introductory activity in the learner's book. This section of the teacher's guide provides guidance on how to conduct this activity and related answers. Note that learners may not be able to find the right solution, but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually through discovery activities organized at the beginning of lessons or during the lesson.

- **List of lessons/sub-heading**

This section presents in a table suggestion on the list of lessons, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson / subheading is then developed.

- **End of each unit**

At the end of each unit the teacher's guide provides the following sections:

- **Summary of the unit:** which provides the key points of content developed in the student's book.
- **Additional information:** which provides additional content compared to the student's book for the teacher to have a deeper understanding of the topic.
- **End unit assessment:** which provides the answers to questions of end unit assessment in the textbook and suggests additional questions and related answers to assess the key unit competence.
- **Additional activities:** remedial, consolidation and extended activities). The purpose of these activities is to accommodate each learner (slow, average and gifted) based on end unit assessment results.

Structure of each sub heading

Each lesson/sub-heading is made of the following sections:

- **Lesson /Sub heading title 1:.....**
- **Prerequisites/Revision/Introduction**
This section gives a clear instruction to teacher on how to start the lesson.
- **Teaching resources**
This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. Teachers are encouraged to replace the suggested teaching aids by the available ones in their respective schools and based on learning environment.
- **Learning activities**
This section provides a short description of the methodology and any important aspect to consider. It provides also answers to learning activities with cross reference to text book:
- **Exercises/application activities**
This provides questions and answers for exercises/ application activities/

1.2 Methodological guidance

1.2.1 Developing competences

Since 2015 Rwanda shifted from a knowledge based to a competency-based curriculum for pre-primary, primary and general secondary education. This called for changing the way of learning by shifting from teacher centered to a learner centered approach. Teachers are not only responsible for knowledge transfer but also for fostering children's learning achievement and creating safe and supportive learning environment. It implies also that a learner has to demonstrate what he/she is able to do using the knowledge, skills, values and attitude acquired in a new or different or given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learner can do rather than what learners know. Learners develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in learner-centered rather than the traditional didactic approach. The student is evaluated against set standards to achieve before moving on.

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

Generic competence	Examples of activities that develop generic competences
Critical thinking	Discuss the values appreciated in this lesson which will help you to live peacefully with live in relationship with Discuss what the parents have to do in order to make their babies growing physically and spiritual.
Research and Problem solving	Research using internet or books from the library Propose a solution to the presented case studies
Innovation and creativity	What are the attitudes to have in order to show that there is a spiritual progress for a real Christian? Proposing a solution to the problems that affect families today.
Cooperation, Personal and Interpersonal management and life skills	Work in Pairs Small group work Large group work that enhance student's leadership and group management
Communication	Organise and present in writing and verbally a complete and clear report of an experiment Reading and listening to the Sacred Scriptures Select and use appropriate formats and presentations.
Lifelong learning	Exploit all opportunities available to improve on knowledge and skills. Daily reading the word of God.

1.2.2 Addressing cross cutting issues

Among the changes in the competence-based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. The eight cross cutting issues identified in the national curriculum framework are the following:

- Genocide Studies
- Environment and sustainability,
- Gender,

- Comprehensive sexuality education
- Peace and Values Education,
- Financial Education,
- Standardisation Culture
- Inclusive Education

Some cross-cutting issues may seem specific to particular learning areas/subjects but the teacher need to address all of them whenever an opportunity arises. In addition, learners should always be given an opportunity during the learning process to address these cross-cutting issues both within and out of the classroom.

Below are examples on how crosscutting issues can be addressed in Religious studies:

Peace and values education: the overall purpose of Religious studies is the behavioral and positive attitude change in the learners. In all activities, after exploring the biblical passages, learners are helped to live and apply what they have learnt in everyday life. Precisely peace and values education is included in each and every lesson more especially in the application activities and in the end unit assessment tasks. In some units, learners are called to respect unit in diversity and to respect other people’s beliefs, and to live in harmony as Children of the same Heavenly Father.

Gender equality: This cross-cutting issue is dealt with in Religious studies in the activities of Unit 5 about Christian family where the interdependence and complementarity of family members is highlighted. The following are other examples on how the cross-cutting issues are integrated in Religious studies.

Cross-cutting issue	Examples on how to integrate the cross-cutting issue
Inclusive education	Involve all learners in all activities without any bias. Eg: Allow a learner with physical disability (using wheelchair) to take notes or lead them during assigned tasks.
Gender	Involve both girls and boys in all activities: No activity is reserved only to girls or boys. Boys and girls should read equally the Holy Scriptures in the classroom without discrimination. Teachers should ensure equal participation of both girls and boys during reading the Word of God and during carrying out other assigned tasks

Cross-cutting issue	Examples on how to integrate the cross-cutting issue
Peace and Values Education	During group activities, debates and presentations, the teacher will encourage learners to help each other and to respect opinions and religious views of colleagues as well sharing values and convictions in more respectful manner. They are all the Children of the same Heavenly Father
Standardization culture	All lessons involve scripture readings from which we get the moral behaviour to adopt in our daily life. Learners are invited to stick and stand for their values. Decision making and right use of the conscience will help then to live a standard life in matters of morality.
Environment and sustainability	In all lessons Learners glorify God by protecting and respecting his creatures and taking positive attitudes of beautifying the world
Financial Education	Sound spirit in using Money and more especially using money consciously and for the wellbeing of others

1.2.3 Attention to special educational needs specific to Religious studies

In Religious studies every learner is considered as creature of God which enjoys all rights and privileges in the classroom. When we think about inclusive education, often we just think about getting children *into school*, i.e. making sure they are physically present in school and they are helped according in their learning. 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. So Teaching and learning Religious studies should make a powerful contribution to learning and development of children with a wide range of learning difficulties.

Teachers need to:

- Remember that children learn in different ways, so they have to offer 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 children what they expect them to do



- Using learner's own experiences of difficulty to explore profound concepts in Religious studies
- Build on learner's interest and activities and recognizing their intuitive responses on religious matters.
- Allowing learners to engage with explicitly with Learning materials through use sensory resources and personal first-hand experience where applicable.
- Vary their pace of teaching to meet the needs of each child. Some children process information and learn more slowly than others.
- Use clear consistent language – explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of positive facial expressions, gestures and body language.
- Pair a child 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 child. Both children will benefit from this strategy.
- Matching work and activities with the learner's previous experience
- Providing imaginative experiences which arouse and sustain interests.
- 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 child is unique with different needs that should be handled differently.

Strategies to help children with developmental disabilities

- Be patient! If you find that the child takes longer than others to learn or to do an activity, allow more time.
- Do activities together with the child.
- Gradually give the child less help.
- Value much the learner's emotional life and be patient with their attitudes in the learning process.
- Let the child do the activity with other children and encourage them to help each other.
- Divide the activity into small achievable steps.
- Appreciate every step done.
- Remember to praise and say 'Well done' when the child learns something new or makes a strong effort.

Strategies to help children with physical disabilities or mobility difficulties:

- Adapt activities so that children who use wheelchairs or other mobility aids, or other children, who have difficulty moving, can participate.
- Ask parents/caregivers to assist with adapting furniture – e.g. the height of a table may need to be changed to make it easier for a child to reach it or fit their legs or wheelchair under.
- Encourage peer support – friends can help friends.
- Involve them in the reading the Word of God
- Get advice from parents or a health professional about assistive devices.

Strategies to help children with hearing disabilities or communication difficulties

- Always get the child's attention before you begin to speak.
- Encourage the child to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Ask the parents/caregivers to show you the signs they use at home for communication – use the same signs yourself and encourage other children to also use them.
- Keep background noise to a minimum.

Strategies to help children with visual disabilities

- Help children to use their other senses (hearing, touch, smell and taste) 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.
- If the child has some sight, ask them what they can see. Get information from parents/caregivers on how the child manages their remaining sight at home.
- Make sure the child has a group of friends who are helpful and who allow the child to be as independent as possible.
- Plan activities so that children work in pairs or groups whenever possible.

Adaptation of assessment strategies

Each unit in the teacher's guide provides additional activities to help learners achieve the key unit competence. Results from assessment inform the teacher which learner needs remedial, consolidation or extension activities. These activities are designed

to cater for the needs of all categories of learners; slow, average and gifted learners 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 learners' learning and teacher'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 teacher should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.

Summative assessment

The assessment can serve as summative and formative depending to its purpose. The end unit assessment will be considered summative when it done at end of unit and want to start a new one.

It will be formative assessment, when it is done in order to give information on the progress of learners and from there decide what adjustments need to be done. The assessment done at the end of the term, end of year, is considered as summative assessment so that the teacher, school and parents are informed of the achievement of educational objective and think of improvement strategies. There is also end of level/ cycle assessment in form of national examinations.

1.2.4 Learners' 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 method should be done with the greatest care and some of the factors to be considered are: the uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; instructional available materials; the physical/sitting arrangement of the classroom, individual learners' needs, abilities and learning styles.

There are mainly four different learning styles as explained below:

a) Active and reflective learners

Active learners tend to retain and understand information best by doing something active with it— discussing or applying it or explaining it to others. **Reflective learners** prefer to think about it quietly first.

b) Sensing and intuitive learners

Sensing learners tend to like learning facts; **intuitive learners** often prefer discovering possibilities and relationships. Sensors often like solving problems by well-established methods and dislike complications and surprises; intuitive learners like innovation and dislike repetition.

c) Visual and verbal learners

Visual learners remember best what they see—pictures, diagrams, flow charts, time lines, films, demonstrations, etc.; verbal learners get more out of words—written and spoken explanations.

d) Sequential and global learners

Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. **Global learners** tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly “getting it.”

1.2.6 Teaching methods and techniques that promote the active learning

The different student learning styles mentioned above can be catered for, if the teacher uses active learning whereby learners are really engaged in the learning process.

What is Active learning?

Active learning is a pedagogical approach that engages learners 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 teacher in active learning

- The teacher engages learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and 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.
- Teacher supports and facilitates the learning process by valuing learners' contributions in the class activities.

The role of learners in active learning

Learners 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 learner 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 part and their small steps:

1. Preamble/Introduction

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

2. Dialogue/ development of the new lesson

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

Discovery activity

Step 1

- The teacher discusses convincingly with learners 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 let the learners work collaboratively on the task.
- During this period the teacher refrains to intervene directly on the knowledge
- He/she then monitors how the learners 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 presents the learners' productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the learners' productions.

Exploitation of learner's productions

- The teacher asks the learners to evaluate the productions: which ones are correct, incomplete or false
- Then the teacher judges the logic of the learners' products, corrects those which are false, completes those which are incomplete, and confirms those which correct.

Institutionalization (summary/conclusion/ and examples)

- The teacher summarises the learned knowledge and gives examples which illustrate the learned content.

Exercises/Application activities/Response

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

Specific approach in teaching religious studies subject

Religious studies in primary schools makes a distinctive contribution to the school, family and society developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures.

It provides answers to wide -range of important questions related to spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.”

Religious studies is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It provides opportunities to explore, make and respond to the meanings of those experiences in relation to the beliefs and experiences of others as well as to one's own experiences.

Religious studies in primary school promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future.

Religious education contributes to their developing knowledge, understanding, skills and attitudes, which are necessary for their personal fulfillment and development as active and responsible citizens.

It promotes positive values and attitudes which enable the youth to live together in harmony and to make good decisions. Emphasis in teaching Religion studies is based on individual development and self-fulfilment so sound moral and religious values help the youth to grow up into self-disciplined and accountable people. It helps

learners to face the current social, political, religious, and economic issues affecting the world today with objectivity and good conscience. Such contemporary issues include globalization, technological development, environmental degradation, drug and substance abuse, terrorism, gender-based violence, sexual abuse and human trafficking among others.

In teaching religious studies in primary school, the teacher is expected to apply appropriate teaching methods based on the learners' experiences. The teacher should be equipped with relevant skills to enable him/her to deliver the subject contents effectively through selection of methods which aim at making teaching learner-centered and to bring about positive behaviour change as specified in the Competence Based Curriculum. The teacher should use creativity and innovativeness in whatever methods or techniques to help promote and sustain the positive change identified in the learners.

Life approach in teaching religious studies

The life approach method is proposed in teaching and learning of Religious studies in primary schools. Life approach is defined as starting to teach with the real and concrete and the present situation of the learners and letting them arrive at a religious understanding of those experiences as well as applying these religious principles and teaching in the everyday life.

The approach implies that God speaks to people through their situations and experience and emphasizes the use of the learners' day-to-day experiences as the basis of teaching Religious studies. Religious beliefs cannot be taught as if they were facts; they are by nature experiential (Grimmit, 1973). Findings from developmental psychology presuppose a developmental approach in all teaching. This calls for emphasis on the learners' own experiences, needs and interests and the need to encourage the learners to look more deeply into their feelings, acts, and experience, and to express what they discover in everyday language

Stages in the use of the Life Approach.

The following are the generally proposed stages of life approach in teaching Religious studies. This may have other sub-stages in the concrete Religious studies lesson in the classroom.

a. Human Experience

In this stage, the lesson begins with the teacher involving the learners in reflecting on their day-to-day experiences related to the subject matter. Activities, scenario, case studies are presented to learners in order to identify today's lesson. Its purpose is to arouse the learners' interest, attention and to stimulate his/her

imagination specific to the topic of the day. This could be a scenario, questions, demonstration, interesting stories or even drama which is relevant to the lesson and to the learner's life. The teacher is expected to show how God is revealed in the experience.

b. The Quran Experience

The teacher introduces the relevant text from the Quran, and then guides the learners to read the references where applicable while giving appropriate explanation. The teachers draw some elements for the activities of the learners in the introductory activity to the concrete lesson. This stage involves reading the word of Allah on the specific lesson.

c. Explanation

The teacher explains the main points by use of various teaching aids to make the lesson more real, lively and interesting. Methods such as discussion, question and answer, note making, lecture can be used for in-depth comprehension of knowledge of the content necessary for application and choice of values. He also highlights explicitly the Religious doctrine or principles for the learners to know and understand.

d. Application and Response

At this stage, the teacher tries to show the relevance of the content to the learners' lives and assesses whether the attitudinal objective has been achieved or not. Using application activities, the teacher assesses whether learners are able to match the learnt doctrine with their everyday life. In this stage learners exhibit changes or promise to change their attitudes and values. The teachers should then uphold this change by encouraging the learners to think and apply Religious content in their lives.

The teacher provides the learners with an opportunity to react and respond to the message of the lesson. Since life approach focuses on critical thinking, it encourages interactive and participatory learning. The teacher is required to help or stimulate the student to reflect, analyse and synthesize information and eventually apply it to their own life. Appropriate methods used are those that enhance acquisition of values such as small group discussion and valuing methods (value clarification, self-exploratory, analysing a case study and drawing).

e. Conclusion

This is the summary of what has been covered and the teacher can ask oral questions based on the content to help consolidate the lesson or give a brief

overview of what has been covered while putting emphasis on the significance of values, Religious attitudes acquired to practice in day-to-day life. The teacher highlights the key point of the lesson and helps the learners to take commitment to abide by the religious doctrine learnt.

PART II: SAMPLE OF THE LESSON PLAN

The following is a sample lesson plan in Religious studies

School Name: Teacher's name:

Term	Date	Subject	Class	Unit No	Lesson No	duration	Class size
2	16/5/2019	Religious education	P5	2	1/6	40 minutes	
Types of special needs to be catered for in this lesson and numbers of learners in each category.			<ol style="list-style-type: none"> 1. Learner with low/short visual (1): to sit on the front desk to facilitate the sight on the chalkboard and follow up the teacher. 2. Physical challenged (1): to sit on the front desk on the walls for safe support and be in group front. 				
Topic area		Holy scriptures and beliefs					
Sub-topic area		Salvation of humankind					
Unit title		The first Christian communities.					
Key unit competency		A learner will be able to explain major events in history of the primitive church.					
Lesson title		The meaning of Pentecost					
Instructional objective		With biblical text, Pentecost's illustration and textbooks about it, learner will be able to validly explain the Pentecost					
Knowledge and understanding		Relate the meaning of Pentecost and identify its importance					
Skills		Describe the spiritual power of Pentecost					
Attitudes and values		<ul style="list-style-type: none"> • Appreciate the importance of Pentecost in the church. • Appreciate the gifts of holy spirit in everyday life. 					
Plan for this class		In the classroom					
Learning materials		Bible, picture showing the disciples on the day of Pentecost and learners' textbook					
References		Holy Bible, learner' textbooks.					
Timing for each step		Description of teaching and learning activity:				Generic competences and crosscutting issues to be addressed + short explanation	
		Through reading the Bible, illustration analysis and textbooks exploitations learners explain the Pentecost.					

	Teacher's activities	Learners' activities	Competence to be focused
Introduction 5 min	PREAMBLE: Welcome the learners, ensure them Introduce learners by asking questions about the importance of air and breathing	Feel comfortable and respond to the greetings. Respond to the questions referring to the passage from Genesis 2:7 (use of air in creation of man?)	Listening skills Communication skills and co-operation as learners pairing and expressing ideas.
Development 25 Min	PREPARATION: Ask about the biblical promises and which were honestly fulfilled PRESENTATION: Present biblical reference about the Pentecost and its correspondent image EXPLANATION: Guide the analysis of biblical passage and the illustration Distribute textbooks to the learners and invite them to find out the meaning of the Pentecost	Identify the biblical promises including the Holy Spirit who descended upon apostles as Jesus promised them Read the Bible (Acts2:1-13) Analyze the biblical text and the illustration about the Pentecost Respond the questions Present the results from each group Pentecost is fulfilment of Jesus' promise	Peace and Values education especially value of <i>honesty</i> as Jesus became honest to what He promised His apostles

	<p>To read and answer the questions of learning activity 2.1</p> <p>Conduct the learners' presentation</p> <p>INTERIORISATION</p> <p>Give detail explanation on the opinion from different groups</p> <p>Ask questions for deep learners' understanding</p> <p>APPLICATION TO LIFE: Guide learners to link the help of the Holy Spirit their daily activity</p> <p>SYNTHESIS AND PRAYER: -ask questions of generalization of the lesson</p>	<p>Pentecost is the starting day of Christian church;</p> <p>Pentecost is spread of holy Spirit to disciples;</p> <p>Pentecost is remembrance of Baptism of Jesus' disciple by Holy Spirit;</p> <p>Pentecost is the day</p> <p>Respond to the questions of deep understanding of the lesson</p> <p>Identify the necessity of inviting the Holy Spirit to assist and strengthen them in their daily activity</p> <p>Synthesize the lesson</p> <p>Pray with intention of inviting the Holy Spirit to descend upon believers and to strengthen them</p>	
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<p>Conclusion</p> <p>10 Min</p>	<p>SUMMARY:</p> <p>Invite the learners to summarize the whole lesson</p> <p>-help learners to do the application activity 2.1</p>	<p>Summarize the lesson</p> <p>Respond the questions of application activity 2.1</p>	<p>Co-operation and Communication as learners are doing application activity</p>
<p>Teacher self-evaluation</p>			



Section 1

Christian Religious Studies

PART III: LESSON DEVELOPMENT

UNIT 1

Notion of the Bible

1.1 Key unit competence

The learner will be able to exhibit the positive practical values in the society based on the biblical truth.

1.2 Prerequisite knowledge and skills

From the previous primary levels and from school of catechumen (for some), learners qualify the Bible, tell its main parts, mention some books of the Bible, identify some values from the Bible.

1.3 Cross-cutting issues to be addressed

- Address *Environment and sustainability* as teaching Creation and the mission given to human (Genesis 1:28).
- Address *Peace and values* as identifying the values and importance of the Bible
- Address *Standardisation culture* as teaching the authenticity of the Bible

1.4 Guidance on the introductory activity

Form groups and provide Bible to each. In case the number of the Bibles is not enough, make copies of biblical texts and distribute them to different groups. Learners exchange their views on the truth of the Bible and how the contents of the Bible convince human behaviour. Basing on the said biblical letters and word *Prophecy* as they are said in students' book, ask learners about their chronological period (former and later). Ask learners to identify other books that can be classified into those two groups.

Answers to the introductory activity 1

1. Apart from evidences above, other evidences of the truth of the Bible are: the accomplishment of the Prophecies, coherence and unity of the biblical teaching, the link between the Old and New Testament as Jesus testified, the biblical history that fit in world history for example the life of Jesus

2. Looking at history and the link between the content of biblical books for example: basing on Prophets and the letters of Paul, I can classify the books of the Bible into the Ancient Alliance and New alliance
3. All aspects of biblical contents are authoritative for human life and beliefs because:
 - they testify themselves to be true and authoritative Word of God
 - the Holy Spirit within leads the heart of believers
 - the prophecies justify their truthfulness
 - they have ability to change human minds
 - they are all in accordance (unity of teachings)
4. By our understanding the Bible is a Christian sacred book because it contains the Word of God into the Old and New Testament.

1.5. List of lessons (including assessment)

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1	Meaning of the Bible	<p>Knowledge and Understanding: Define the Bible</p> <p>Skills: Distinguish the Bible from other books</p> <p>Attitudes and Values: Show the respect for Bible</p>	3
2	Major parts of the Bible	<p>Knowledge and Understanding: Recall major parts of the Bible</p> <p>Skills: Explain clearly the major parts of the Bible</p> <p>Attitudes and Values: Trust and appreciate the message from both Old and New Testament</p>	3
3	Structure of the Bible (Books of the Old Testament)	<p>Knowledge and Understanding: Identify some biblical books formation.</p> <p>Skills: Describe the structure of the old testament</p> <p>Attitudes and Values: Recognise the rank of each book into the Bible</p>	6
4	Authenticity of the Bible	<p>Knowledge and Understanding: Give the meaning of the term authenticity</p> <p>Skills: Explain the biblical authenticity</p> <p>Attitudes and Values: Trust in the Word of God</p>	4

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
5	Basic elements of the Bible	<p>Knowledge and Understanding: Identify the basic elements of the Bible, define redemption in Christian way</p> <p>Skills: Explain the impacts of sin Categorise the prophets</p> <p>Attitudes and Values: Live biblical values</p>	8
6	The Authority of the Bible	<p>Knowledge and values: Define the term authority</p> <p>Skills: explain the biblical authority</p> <p>Attitudes and values: Submission under biblical authority</p>	2
7	Importance of the Bible in the Christian life	<p>Knowledge and Understanding: Mention the field of life to the Bible can be important book</p> <p>Skills: Explain the social and spiritual importance of the Bible</p> <p>Attitudes and Values: Appreciate the biblical use in Christian life</p>	2
Assessment		Key Unit Competence: Learner will be able to exhibit positive practical values in the society based on biblical truth	2

1.6 Guidance on different lessons outlined above

1.6.1 Meaning of the Bible

a) Prerequisites/Revision/Introduction:

Use an introduction by telling learners that in the world there are many books with different uses including the Bible. Form a group of learners and ask them to exchange about the meaning of the Bible and what they know about its authorship. Facilitate learners' work and guide their presentation.

b) Teaching resources

Possible resources to be used in the learning and teaching process of this lesson are the Bible, different secular books, dictionaries and student exercise books.

c) Learning activities

In inclusive groups learners consult dictionaries and exchange ideas on the meaning of the bible. They manipulate different books including the Bible. They write and present what they found to the whole class.

Answers to the learning activity 1.1

1. The Bible is different from other books by **the following elements**: it is called Holy Book and Word of God; it is written by sacred authors, its message is constant, coherent and authentic, it was written in different languages, it is used in different fields, it updates itself from generation to generation...
2. The Bible is Word of God but written by:
 - People chosen by God (sacred author)
 - It is an inspiration of God to people not a dictation (authors were guided by the Spirit of God)
 - It was written in different languages, cultures...
 - God spoke and taught His people through His sacred authors
 - It is defended from any error because its Author by excellence is God omniscient

Answers to the application activity 1.1

1. The Bible is a **library** because it is a set of many sacred books; although it is considered as one book.
2. The writers of the Bible are called sacred authors because they wrote what God inspired into them. They were guided by the Spirit of God
3. The Bible is a set of books of Word of God grouped into the Old Testament and New Testament.
4. Face to the Bible our behaviours as Christian should be: read it frequently, respect it, pray God consistently, help other, increase our faith, repenting sins, become moral people.

1.6.2 Major parts of the Bible

a) Prerequisites/Revision/Introduction:

Make a revision whereby learners in pair remind one another the meaning of the Bible, on its authorship and the link according to it we can classify the books of the Bible. Give time to pair to share with the class what they remember.

b) Teaching resources

Possible resources to be used in learning and teaching process of this lesson are the Bible, different secular books, dictionaries and student exercises books.

c) Learning activities

Guide learners in library. Learners exploit the Bible and other books of religion. They make a research on biblical books related to the Old Alliance and New Alliance. They discuss the different Christian Bibles commonly used by their different denominations. They write the results and present the findings to the whole class.

Answer to the learning activity 1.2

1. The books **that can be related to the Alliance at Sinai are:** Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Joshua, Samuel, Kings, psalms, the proverbs and the prophets. **The books that are related to the new Alliance are** all evangelists, the Acts of Apostles, the letters of Paul and other letters, and the book of .Apocalypse.
2. The Christian denominations do not use the same Bible. There is Catholic Bible and Protestant Bible that have inequality number of

Answers to the application activity 1.2

1. The Bible has two main parts: the Old Testament and the New Testament. The Old Testament records the preparation of Salvation while the New Testament records the accomplishment of Salvation. Without one; another will be incomprehensible
2. The Old Testament for Catholic Bible contains 46 books while Protestant Bible contains 39 books. Both Catholic and Protestant New Testament contain 27 books for each
3. These books are linked to the Old Alliance: Genesis, Exodus, Leviticus, Numbers and Deuteronomy
4. Four evangelists are: Matthew, Mark, Luke and John
5. At home like at school the commandments of God help me: not to be a slave of daily idols, to use the name of God appropriately, to consecrate the day to God, to respect all people, to respect life, to live moral sexuality, to tell the truth, to avoid jealousy, to respect others' property.

1.6.3 Structure of the Bible (Old Testament)

a) Prerequisites/Revision/Introduction:

Make an introduction by asking oral questions on the meaning of the Bible, on the main parts of the Bible and some example biblical books into main parts of the Bible

b) Teaching resources

Use of Bible is important because learners find out the groups of books and position of each book within group. Other resources are: book of Social studies and Religion P5, the learners' exercise notebooks

c) Learning activities

Learners are given the collections of books on papers (Pentateuch, historical books, poetic/wisdom books and prophetic books. Hand out a list of books of the Old Testament to each group and ask learners to link each book to its collection.

Answers to the learning activity 1.3

This is how the books fit in the following collections of the Bible but remember these seven books: **Tobit, Judith, 1Maccabees, 2 Maccabees, Wisdom, Sirach and Baruch** are not appearing in the Protestant Bible:

- **Law of Moses (Pentateuch) - 5 books:** Genesis, Exodus, Leviticus, Numbers and Deuteronomy
- **16 Historical books (Israelites' life after they reached their Promised Land):** Joshua, judges, Ruth, 1 Samuel, 2Samuel, 1Kings,2Kings, 1Chronicles, 2 Chronicles, Ezra, Nehemiah, Tobit, Judith, Esther, 1Maccabees, 2 Maccabees
- **7 Poetic and wisdom books:** Job, psalms, proverb, Ecclesiastes, song of Songs, Wisdom, Sirach
- **18 Prophetic books: 3 Major Prophets** (Isaiah, Jeremiah, Ezekiel)
15 books as Minor Prophets (Lamentations of Jeremiah, Baruch, Daniel, Hosea, Joel, Amos, Obadiah, Jonas, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi.

Answers to the application activity 1.3

1. The main parts of the Bible are the Old Testament and New Testament
2. a) The groups of the Old Testament for catholic Bible are Pentateuch (5 books), Historical books (16 books), poetic and wisdom books (7 books) and prophetic books (18 books)
b) The groups of the Old Testament for Protestant Bible are Pentateuch (5 books), Historical books (12 books), Poetic and wisdom books (5 books) and prophetic books (17 books)
3. The books which are in catholic Bible not in protestant Bible are: **Tobit, Judith, 1Maccabees, 2Maccabees, Wisdom, Sirach and Baruch**

4. Four values we get from the Old Testament are: Obey divine and societal rules (commandments and civil laws), live the spiritual honesty (Faith, Hope, praying, repenting, and trusting in God), attend the spiritual ceremonies (the holy assembly, festivals) and perform works of charity.

1.6.4 Authenticity of the Bible

a) Prerequisites/Revision/Introduction

You are proposed to use introduction by telling short story for example: *two girls Uwizeye and Uwiringiye are two pupils in Primary 5. A boy Makenga is their classmate. When the teacher of religion comes to teach Makenga always disagree with the class on what they read from the Bible. Uwizeye and Uwiringiye try to show him that the biblical teachings are true and credible. They give biblical internal evidences like accomplishment of the prophecies but Makenga still contrast by judging the Bible as a human invented story.* From this story, create the link to the lesson

b) Teaching resources

The Bible will be used for internal evidences of the authenticity of the Bible. The learners' exercise notebooks are needed to write and present their ideas.

c) Learning activities

By think-pair-share, learners identify position on the truth of the Bible, with evidences. When they present their findings, the facilitator completes them by external evidences

Answers to the learning activity 1.4

Our position to the authenticity of the Bible: We accept and trust the content of the Bible for many reasons:

- The author do not convey the message in their names but in the name of God.
- From Genesis up to Apocalypse God speaks to His people through authors
- The bible declares to be inspired by God.
- Jesus Real God and true person He is the Word of God. When He was on earth He declared to be the way, the truth and the life (Jn 14:6).
- The message of the Bible updates itself from generation to generation.
- There is unity in the contents and message of the Bible.
- What God said by his messengers was accomplished?

Answers to the application activity 1.4

1. The authenticity of the Bible talks about its accuracy, truth, genuineness or its reality as the Word of God.
2. **A. Physical evidences (external evidences)**
 - There are **copies of the manuscripts** and through history these copies show that the Bible has been transmitted accurately.
 - **Archaeological finds:** the Archaeological Study of the Bible presents many notes and articles documenting how archaeology has again and again proven that the Bible does correspond to historical reality.**B. The coherence and consistence of biblical message (internal evidences)**
 - The Bible presents a logical theology, worldview, moral norms, and beliefs and religious guidelines. There is no contradiction within the Bible.
 - Jesus Himself validated the truth of the Old Testament (Matthew 22:35-39), that leads the whole Bible to be trusted.
3. The content of the Bible corresponds to the world history for example: the birth of Jesus, His ministry, condemnation, Death and Resurrection are recognized by the history of the world: Death of Jesus dated in 33AC was under the reign of roman emperor Tiberius Caesar (14AC-37AC) and his governor Pontius Pilate (26AC-36AC).

1.6.5 Basic elements of the Bible (Redemption, sin, prophecies, right and wrong)

a) Prerequisites/Revision/Introduction:

Diagnose learners' prerequisites on the lesson by asking questions that can raise diverse answers for example: according to Christians who is called Saviour? What is a sin? Mention the biblical prophets you know, differentiate wrong from right.

b) Teaching resources

The Bible, the library and learners' exercise notebooks will help learner to do their learning activity

c) Learning activities

Learners make research in library where they find out the spiritual life of the first human kinds. They get information about the growth of sin in human kind. They read other books and comments about the biblical prophets. They write report and thereafter present their findings in the classroom.

Answers to the learning activity 1.5

1. Human spiritual life **before sin** was perfect. Adam and Eve were pure by body, mind and Soul. The spiritual life of Adam and **Eve after sin** was characterised by shameful state: they lost happiness, they went far from God, and they lost inner-peace.
2. Four biblical events prove the growth of sin in the world: the disobedience of Adam and Eve, the assassination of Abel by his brother Cain, the immorality of people followed by the flood and the lack of humility (Babel tower) punished by separation of languages.
3. Some biblical prophets Isaiah, Jeremiah, Ezekiel, Amos, Daniel, Jonas, Joel, Nahum, Micah,
4. To accomplish human Salvation, Verb of God took flesh like human (Jesus Christ). He accepted to die on the cross in order to fulfil what were promised and prepared into the Old Testament. Human Salvation was then accomplished through Death and Resurrection of Jesus Christ.

Answers to the application activity 1.5

1. The impacts of sin as it was growing in the human kinds are: Adam and Eve were chased in Eden garden (in happiness), the sin of Cain caused the curse of the soil, the immorality of people was punished by the flood (sign of purification of the world) and the Babel tower was followed by separation of languages (God dislikes negative solidarity).
2. A Prophet is a called one by God to teach in His name and to remind His people to keep the Alliance. There are two categories of Prophets: former prophets (who never wrote any books) and later prophets (Writers)
3. Biblically, a prophet of God was characterised by (privileges of prophets): to perform miracles, prediction and prophecy about the coming of Messiah
4. From model of Jesus Christ our Redeemer I must love all my neighbours without segregation, sacrifice myself to others in our daily activities, and strive for unity, sharing and build peace in my class.

1.6.6 The authority of the Bible

a) Prerequisites/Revision/Introduction:

Make an introduction with short dialogue about the importance of correct and authoritative instruction of school leaders. Never forget to highlight the consequences of the students who refuse to behave under authority of leaders.

b) Teaching resources

Avail the Bible, flipcharts and markers. The learners' exercise notebooks should be needed.

c) Learning activities

Prepare four galleries. Fix one flipchart containing one question. Invite four inclusive groups to respond them by **walking gallery**: each group moves from corner to the next by writing its answers to the posted question.

Answers to the learning activity 1.6

1. We call our leaders authorities because their instructions to us are convincing, authoritative and true guidelines of our everyday behaviours.
2. The authoritative advices help us: to be polite, to be responsible, they are source of morality, they influence the positive result of our learning.
3. The Bible is an authoritative book because it orders and guides our beliefs, our practices, and our social relationship. By the Bible we submit under God's will, we are convinced by the true Word of God.
4. Under the authority of the Bible, I consciously pray God; I increase my morality and ethical values, I repent my sins, I struggle for unity and reconciliation, I avoid laziness, I live virtue of self-control...

Answers to the application activity 1.6

1. Biblical authority has **sense of** exercising, executing or implementing the given right or order. The Bible as the authentic guideline, we have to work under its teachings
2. God's biblical authority to all creatures is explained in 3levels: **at home** (Children are to obey parents (**Ephesians 6:1-2**). **In Civil leadership** (Citizens are to submit to the governing authorities (**1 Peter 2:13-14**) **and in the Church** (The believer is obliged to obey those holding authority in those kingdom).
3. As Christian, I can you refuse the ordered authority in my denomination when my leader's authority is not in God's will.
4. Children must behave under parents' right authority by obedience, respect, assist them in domestic works. They must consider their parents as God's representative in family as domestic church (Lumen Gentium 11).

1.6.7 Importance of the Bible in Christian life

a) Prerequisites/Revision/Introduction

Make global revision by asking oral questions on the previous lessons (the meaning of the Bible, its main parts, authenticity of the Bible and authority of the Bible). It will help learners to recap the whole unit

b) Teaching resources

The Bible and learners' notebooks are necessary

c) Learning activities

Group discussion on the importance of the Bible help learners to almost exhaustive the influences of the Bible to different fields of human life. Teacher should be around groups and give clear instructions. If not, learner can spend their time on financial and economic importance as an example.

Answers to the learning activity 1.7

The Bible is among means of God's revelation and it has spiritual importance. In addition the Bible has general importance to the society as follow:

- It highlights the guidelines for social relationship: solidarity, kindness and sharing empathy, peaceful life, tolerance and anger control, fellowship, social justice (Prophet Amos) etc.
- It is a book for teachers and students
- It is used by witnesses to affirms that they tell the truth (justice)
- It is used by leaders to take oaths of offices for commitment
- It orients political leaders (Romans23:1;Exodus 9:16)
- It comforts soul in the society (Proverbs3:5-6;Matthew 5:4)
- It makes inner-peace into people (Philippians 4:70)
- It is source of moralities and values (Ex20:1-17)

Answers to the application activity 1.7

1. As Christian pupils, our moral behaviours at school like at home are: obedience, politeness, kindness, tolerance, sharing, avoid laziness, empathy, praying, forgiveness, honesty and truthfulness
2. I can live the value of empathy and kindness at school defending my classmates to fail courses, helping poor pupils at my school, never damaging my classmates' materials and living temperance?
3. Five spiritual importance of the Bible are:
 - The Bible is essential for spiritual growth: prayer in order to win devil (Psalms 141:5),call for repentance (Joel 2:12-27), it highlights the fruits of the Spirit (Galatians 5:22-23),New heart and new spirit (Ezekiel 36:26)
 - It comforts soul of sick people (John33:16) and height hope for eternal life
 - It calls us to be role model (Matthew 5:13)...
 - It is used in religious ceremonies
 - It calls us to go away from sins

1.7 Summary of Unit 1

The Bible is Word of God. All the biblical books are result of both divine and human authorship. There is a reciprocal relationship between both main parts of the Bible. The internal and external evidences confirm the Bible to be authentic. The structure of biblical books varied according to the centuries but today the Old Testament and the New Testament have four collections for each. The Bible contains many elements that complete one another: preparation and accomplishment of Salvation, sin and how it was won, the wrong and right...

The biblical teachings are authoritative. They have power to convince and to transform because they are belonging to the highest and powerful Authority (God). The Bible has not only the religious and spiritual importance. But also it has social importance. The Bible positively influences all human life aspect.

1.8 Additional Information

The Canonicity of the Bible

The canonicity refers to legal church confirmation of book to be inspired by God. The book is then meant and accepted by the Church as Sacred book. The term canon means **rule** or **standards**. Two canons happened to the Old Testament:

1. Protcanonical

This list of books is also called **Hebrew canon**, **first canon** or **Canon of Jamnia**. It contains 39 books written in Hebrew. It was confirmed at Jamnia (South Tel-Avive). Those books were translated in Greek with additional Greek books at Alexiandria for Jews who live in Diaspora. This Greek canon was called Greek canon, **canon of Alexandria** or **Septuagint** with symbol **LXX**.

2. Deuterocanonical or Apocrypha books

It is the second list of books that were originally written in Greek. This list of seven books was **refused by Protestants** basing on their origin and their message. They call them **Apocrypha books** (hidden origin and unclear message). The Ecumenical Bible for Roman Catholic, Orthodox and Protestants contains both Protocanoniceal and Deuterocanoniceal.

1.9 End unit assessment 1

Answers to the End unit assessment 1

1. The Bible is a set of books of Word of God grouped into the Old and New Testament.

2. The main parts of the Bible are: the New Testament and the Old Testament.
3. Two internal evidences of authenticity of the Bible are: coherence and the unity of doctrines of the Bible. Some biblical contents correspond to the history of the world.
4. Both the tree of knowledge and of life are symbolic: they symbolize which was forbidden and which was allowed to do.
5. Three internal evidences of Biblical authority are: self-proclamation to be inspiration of God, the ability to transform and the prophecy.
6. The sin has many effects: it leads to losing inner-peace, destroying relationship, to death and finally to eternal death.
7. Former prophets are the ones who never wrote any books while later prophets prophesy and wrote books.
8. Importance of the Bible to us at school is: help to obey school rules and leaders, bible guides our relationships at school, it teaches us to help one another, we use it to study the subject of Religion and social studies.
9. Practically, our social life basing on the truth of the Bible is explained by:
 - Faith accompanied by works
 - Worship accompanied by fellowship
 - Fasting for helping
 - The holistic development: development of body mind and soul

1.10 Additional activities

Remedial Activities

Ask the following questions for slow learners:

1. Define the Bible.

Answer: The Bible is a set of books of Word of God grouped into the Old and New Testament.

2. What are the main parts of the Bible?

Answer: The main parts of the Bible are the Old Testament and New Testament

3. Give the meaning of the following terms:

- a) Testament

Answer: Testament means Alliance

- b) Pentateuch

Answer: Pentateuch refers to five books of law of Moses

4. What is the first book of the Bible?

Answer: The first book of the Bible is Genesis

5. From the prophet Amos, how are you going to live in the society?

Answer: From the Prophet Amos I decide to be just, honest, realistic and to value others

6. Respond by True or False:

a) The human salvation was fulfilled in Isaac, child of promise of Abraham

Answer: False

b) The Bible is a dictation of God to authors

Answer: False

Consolidation activities

The teacher gives these questions to deeply develop learners' competences.

1. Why is the Bible Divine word and human word?

Answer: The Bible is divine Word because it was inspired by God. It is human word because it was written by human beings

2. The Protestants call the biblical books that they do not have “**Apocrypha books**” why?

Answer: Seven books are called Apocrypha by Protestants because for them their origin is hidden and their message is not clear.

3. What is the last book of the Old Testament?

Answer: The last book of the Old Testament is the Prophet Malachi.

4. By two examples explain the former prophets.

Answers: The former Prophets are the ones who never left any books: Nathan, Elijah, and Elisha...

5. Referring to the definition of term Prophet what values you decide to restore at your school?

Answers: To understand the meaning of prophet helps me to live well at my school with different values: Obedience, respect, observe God's rules and school rules...

Extended activities

The teacher gives these questions for gifted and talented students.

1. The Bible is a dictation of God to Authors. Discuss and contrast.

Answer: The Bible is not a dictation of God to men but it is an inspiration of God (farther comments).

2. The Bible updated itself from generation to another. Explain.

Answer: The Bible updates itself because its message corresponds, can be interpreted, fit the life of people from generation to generation.

3. The Bible is defended from any doctrinal error. Explain.

Answer: The Bible is defended from any doctrinal error because its writing was guided by the Spirit of God. We can read and not understand the Bible. The problem is not the error of biblical message but the limitation of our knowledge. It is good to invite the Holy Spirit to help us understand it.

UNIT 2

The first Christian Community

2.1 Key unity competence

The learners will be able to explain the major events in the history of primitive church.

2.2 Prerequisite knowledge and skills, attitudes and values

Learners are from different Christian communities. The teacher will ask them what they know about the Christian community. He /she asks them to tell how they appreciate the work done by God. The mission of the church in the daily life. Teacher uses the questions that refer to critical and problem solving, research, communication, cooperation, interpersonal management and life skills and long-life learning.

2.3 Cross cutting issues to be addressed:

In this unit cross-cutting issues are peace and values, genocide studies education, inclusive education and standardization culture

2.4 Introductory activity

Teacher welcomes the learner to the new unity and asks them remember on the first unit. He distributes materials and invites the learners to form the groups. He asks them to open their textbooks at the unit 2. He also asks them to read the case study: introductory activity. Then after they answer the questions on the text in their respective groups. Teacher guides the learners in their presentation.

Suggested answers to introductory activity

1. Mukamwiza and Munezero's family was irreligious.
2. They did not serve them. Because they followed their neighbours and were baptized in Christian church.
3. Mukamwiza and Munezero decided to join the Christian church.
4. Yes, I have.
5. At this question, different answers will be provided, but the teacher focuses on the church and the power of Gospel and read for the learner Acts 1:2-3, 8

2.5 List of lessons (including assessment)

#	Lesson title	Learning objectives, knowledge and understanding, skills, attitudes and values	Number of periods
1	Meaning of Pentecost	<p>Learning objectives: In groups basing on the passages of Acts of Apostles, discuss in small groups, the meaning of Pentecost as well as its spiritual importance.</p> <p>Knowledge understanding: Relate the definition of Pentecost and its importance.</p> <p>Skills: Describe the spiritual power of Gospel.</p> <p>Attitudes and values: Appreciate the importance of Pentecost in the church. Appreciate the gift of Holy Spirit in everyday life.</p>	2
2	Spiritual significance of the Pentecost for Christians	<p>Learning objectives: In small groups learners discuss the spiritual significance of Pentecost for Christians and present their findings.</p> <p>Knowledge understanding: State the actions of the Holy Spirit in the early church.</p> <p>Skills: Explain clearly the actions of the Holy Spirit.</p> <p>Attitudes and values: Supply the Holy Spirit in everyday Christian life. Show spiritual values in daily life.</p>	2
3	Birth and mission of primitive church	<p>Learning objectives: Make group discussions about the mission of Christian community and about the first Christians.</p> <p>Use of the historical map to locate the first Christian community on it.</p>	2

#	Lesson title	Learning objectives, knowledge and understanding, skills, attitudes and values	Number of periods
		<p>Knowledge understanding: Relate the mission of first Christian community Church.</p> <p>Skills: Explain clearly and locate the first Christian community on historical map.</p> <p>Attitudes and values: Appreciate the work done by the first Christians.</p>	
4	The primitive church	<p>Learning objectives: Make group discussion on primitive church organization.</p> <p>Make presentations about testimonies of the first Christians.</p> <p>Knowledge understanding: Relate the organization of the first Christian community</p> <p>Skills: Describe clearly the organization of first Christian community.</p> <p>Describe the family organization</p> <p>Attitudes and values: Learn from the testimonies of the first Christians (or the father of the church).</p> <p>Commit to God's work as the Early Church believers were.</p>	2
5	Christianity and persecution of the Church	<p>Learning objectives: Define Christianity persecution.</p> <p>Identify the causes of persecution of the Christians.</p> <p>Identify the effects of persecution.</p> <p>Knowledge understanding: Relate the causes of persecution.</p> <p>State the effects of persecution.</p>	2

#	Lesson title	Learning objectives, knowledge and understanding, skills, attitudes and values	Number of periods
		<p>Skills: Explain clearly the causes and the effects of persecution of Christians.</p> <p>Attitudes and values: Learn from the first Christians.</p> <p>Appreciate the national heroes in everyday life .</p>	
6	Spread of the Gospel	<p>Learning objectives: Identify the meaning of gospel.</p> <p>In small group learners identify the importance of the Gospel (after reading Mark 1:15).</p> <p>Knowledge understanding: Relate the expansion of the Gospel in the world.</p> <p>Skills: Describe the importance of Gospel.</p> <p>Attitudes and values: Appreciate the actions of Gospel in the daily life.</p>	2
Assessment			

2.6 Guidance on different lessons

2.6.1 Meaning of Pentecost.

a) Prerequisite/revision/Introduction:

Use a worm up to introduce the lesson by asking the questions whether they know Pentecost. the oral questions are possible.

b) Teaching material resources and teaching aids:

Bible, learner's textbook, teacher's guide, dictionaries, pen, exercises notebook and pictures.

c) Learning activity

The teacher makes the groups and reads for them the biblical passage **Acts 1:2**. He asks them to observe the illustration. Then after they answer the questions on activity

2.1. The teacher turns around every group to avoid social loafing. He/ she therefore invites them to present the findings from the activity.

Suggestion answers to learning activity 2.6.1

1. I/we see illustration or pictures persons
2. I/we think they are inside the house.
3. It is the gift of Holy Spirit to Jesus's followers, the starting of Christian church.
After gathering the answers, they summarize lesson. The application activity2

Suggestions answers to application activity 2.6.1

1. Pentecost is the day baptism in fire and in Holy Spirit. It is the day when the Holy Spirit was poured upon the disciples of Jesus.
2. Because it is the day that marked the baptism in the Holy Spirit; the beginning of the Christian church
 - It is the day of the fulfilment of Jesus promise.
3. The Holy Spirit strengthens the trust in God.

2.6.2 Spiritual significance of Pentecost for Christians

a) Prerequisites/Revision,/introduction

The teacher reviews the last lesson by asking what they remember of it. oral questions are possible.

b) Teaching resources and teaching aids

Bible, learners' textbook, teacher's guide, Syllabus.

c) Learning activity 2.6.2

The teacher helps the learners to be in small groups. They read the biblical passages in activity 2.6.2 in their respective groups. Therefore, they answer the questions. The teacher guides the learners to draw the conclusion. He/she has to integrate Crosscutting issues as proposed in the unity.

Suggestions answers to learning activity 2.6.2

1. In the following passages, the Holy Spirit is important in the following ways:
 - a) **Gal. 5:22:** the Holy Spirit provides good fruits: love, joy, peace, longsuffering, gentleness, goodness and faith.
 - b) **John 16:13 Guides** to all truth and shows us all things in the future.
 - c) **John14:26.** The Holy Spirit teaches us all things.

2. The spiritual experience is personal. Learners will provide different answers for clear information, he/she reads Ephesians 4:11-12.

Suggested answers to application activity 2.6.2

1. a) For the Jews Pentecost is the feast of weeks to the Lord (Leviticus 23:15-16).
b) For the Christians the Pentecost refers:
 - The descent of Holy Spirit to apostles.
 - Many people were baptized and converted into Christianity
 - Pentecost day marks the fullness of God's coming to the earth and interacting with humanity.
 - The Pentecost was the fulfilment of Jesus's promise.
2. Activities or attitudes that can testify the presence of the Holy Spirit in one's life are joy, peace, love, guidance, patience, to bear good fruits, longsuffering, gentleness, tolerance, telling truth, practice actions of charity.

2.3.3 Birth and Mission of the Church

a) Prerequisite/revision/introduction

Warm up by greetings. The learners proceed to brainstorming to the birth the church and its mission.

b) Teaching resources/teaching aids

Bible, learners 'textbook, teacher's guide, map that locates the first Christian Church.

c) Learning activity

The teacher's guide the learners to form small groups where they relate the activity 2.6.3 he/she provides for them appropriate materials to the activity.

Suggested answers to the learning activity 2.6.3

1. The mission of Apostles contained in the passage is:
 - to make disciples of all nations
 - to baptize them in the name of the Father and of the Son and Of the Holy Spirit,
 - Teaching them to observe what Jesus had commanded them.
2. To proclaim the Good News of God, the Word of salvation; to teach about the kingdom of God, to try to build the society that reflects Jesus's life, full of peace. The teacher has to integrate the crosscutting issues from the ones suggested in the unit.

Suggested answers to the application activity 2.3

1. It distributed the tongues of fire to disciples and rested on them.
2. On the day of Pentecost.
3. Jesus Christ is the founder of the Church.
4. To preach the news of God; the Word of Salvation and reconciliation,
 - To build the community of joyful believers in Jesus Christ who love God and his Word.
 - To love one another and love those without Christ by bringing them the Good News.
 - To confront injustice and alleviate suffering society.
 - Doing more express God's love for the world.
 - To teach the believers how to serve God.
 - To glorify God through worship.
 - Remember the events Rwandan society passed throughout in 1994, Genocide for Tutsi.

2.6.4 Primitive Church

a) Prerequisites/ Revision/introduction

Welcome the learners to the new lesson. Let them tell what they know about the birth of the church,

b) Teaching resources and teaching aids

Bible, syllabus, learner's textbooks, dictionaries, teacher's guide, chalkboard, chalk, desks/tables, etc.

Learning activity 2.6.4

The biblical passage Acts 4:32-36. Put the learners in small groups of 6 each. He/she asks them to exploit the activity 2.4. The teacher respects the gender balance.

Suggested answers to learning activity 2.4

1. a) **Primitive:** rudimentary primary, belonging to an early stage of development
b) **Church:** also called mystical body of Christ is a gathering of God's people and believers in Christ, lead by the Holy Spirit towards God the father.
c) They are praying.
2. The family is organized in the following way: parents and children. Parents are father, mother or guardians. Parents are responsible of what happen in the family.

In guidance to work on presentation, the teacher has to integrate the crosscutting issues as stipulated in the Unit.

Suggested answers to application activity 2.6.4

- a.
 - i) **Primitive:** derivative, origin.
 - ii) **Church:** building where Christians gather for worshipping God; assembly of Christians, invisible body composed of all the saved believers, a local congregation of saints. The House of God (1 Timothy 3:15)
 - iii) **Primitive Church:** first Christian community, first Assembly of God.
- b. The Primitive Church had no specific organization. The Holy Spirit directed, guided, and controlled them.
 - i) **Social activities:** they shared their property. All things were common property. There was no needy in the primitive church. Help the poor in the community.
 - ii) **Spiritual activities:** they were praying, singing psalms, reading Bible and sharing the Holy Communion.

2.6.5 Christianity and persecution of the Church

a) Prerequisite/revision/introduction

The teacher welcome the learners to the new lesson and worm up the class, sketch related to hostile people.

b) Teaching resources and teaching aids

Bible, learners' textbook, exercises notebook,

c) Learning activity

The teacher organizes the learners in pair, asks the learners to observe the illustration and invites them to answer the questions related to it. The teacher reads the passage Acts 7:54-60 for the class.

Suggestion answers to learning activity 2.6.5

- a. There are people throwing stones to a person.
- b.
 - i) Some people feel ashamed, fear of the acts.
With the help of the Holy Spirit, they hold on their faith. They persevere.
 - ii) Others feel discouraged, fear of the death, execution. They decide to give up, to leave out Christian faith, and to abandon their faith.
- c. Not to respect emperor orders, accused of rebellion, Jews resisted to their

culture. Because of their faith. The teacher has to integrate the crosscutting issues from the ones purposed in this unity.

Suggested answers to Application activity 2.6.5

- a. **Acts 6:1-15** Stephen was accused of the blasphemous words against God and Moses; false witnesses, speaking against holy place and Moses' law.
- b. **Acts 12:1-5** Herod the king mistreated some Christians who belonged to the church. James was killed with sword. Peter was arrested (imprisoned).
- c. The answer is wide. For Christians full of the faith, or/and for non-Christian. However, the teacher focuses on Christian faith
- d. The same the question above, the question is open. Teachers guides the learners to the actions of charity. Example of a **Good Samaritan**.

2.6.6 Spread of the Gospel

a) Prerequisite/revision/introduction

After welcoming the learners to the new lesson, the teacher asks the learners what they know about the Gospel.

b) Teaching resources and teaching aids/materials

Bible, learners textbook, syllabus and teacher's guide.

c) Learning activity

After reading the **passage Mark 1:15** to the learners, the teacher asks them to observe, in pair, the illustration and answer the questions in **learning activity 2.6**.

Suggested answers to the learning activity 2.6

1. Every learner reflects on an interesting piece of news that he or she wants to tell to his/her neighbour/friends. He/she explains the ways to use in order to reach the receiver(s).
2. The teacher reads again Mark 1:15. The missionaries brought us Jesus good News.
3. The Christians always want to tell the Good News of Jesus, word of salvation. The teacher integrates one or more than one proposed crosscutting issues.

Suggested answers to the application activity 2.6.6

Passage	Miracles
Acts 3:9-10	Jesus lifted up to the heaven; Two men in white clothing stood beside the disciples.

Acts 8:5-12	Diseases were cured: unclean spirit men were cleaned, paralyzed and lame were healed, many people were converted in Jesus Good news, men and women were baptized.
Acts 8:4-8	Philip performed the signs.
Acts 9:32-35	Aeneas paralyzed for 8 years were healed in Jesus Christ by Peter. Lydia and Sharon who lived with Aeneas turned to god and other people who experienced the miracles.
Acts 9:36-41	In Jesus's name, apostle Peter resurrected Dorcas.

2.7 Summary of the unit 2

The Christian community took place on the Pentecost day at Jerusalem. The day when Jesus fulfilled the promise to his disciple. On that day, the disciples received the power and mission to testify their faith in Jesus Christ, and to change other nations. Christ is the founder of the church. The Holy Spirit received by the disciples is a fulfilment of Jesus' promise.

Since Pentecost, all God's people experienced life in God. The first Christian community was born in the Jewish community melted to roman culture (many gods). They accused that religion of rebellion, disobedient, refusal to serve roman gods. For the multiple accusations, the first Christians were persecuted. Persecution contributed to positive and negative effects on the early church. -Death and mistreatment of apostles (Stephen, James, Peter)

- Rejection of Christianity faith, back to the vice services, deception
- Adoption of false doctrines
- Escape to other cities
- Foundation (expansion) of Christian community in the foreign countries. (Church of Antioch)

The first Christian church (primitive church) was a family of Christ. The believers shared their belongings according the needy. The Holy Spirit guided and strengthened the Christian believers.

Because Christ fought against fear, rebought the world from the sins, the Christians who received the Gospel have to stand firm in Jesus Christ the Savior against false doctrines. Today's church has the mission to rebuild Jesus community, joyful society, full of peace and love in Christ. Therefore, the Christians always commemorate the two main events: in the church: death and resurrection of Jesus, Pentecost. From these events, raise the force, strengths and faith referring to the fight against the obstacles or persecutions, to pertain to Jesus's Kingdom.

2.8 Additional information

Holy Spirit

Spirit has different meanings. In the Bible Old testament, spirit in Hebrew is **ruah**, **pneuma in Greek (New Testament)**. Ruah can: mean spirit, breath of life, storm, wind, vitality or something like soul. It refers to energy activity and power, (Micah 3:8) . In Genesis, spirit is the power of God. It is described as idle breathe in Ezekiel 37:9-10 that means spirit is source life.

Expansion of the church

Apart from the good behavior of the church members and the miracles done by Apostles, Christianity was expanded by factors below:

1. **Greek language** became the common language after the successful conquest of Alexander the Great from Greek. The people were able to communicate in Greek language and practice their culture.
2. **Roman peace (pax romana)**
3. **Quick return of the Lord:** in the early centuries of Christianity, the Christians expected quick return of the Lord. The Apostles felt that it was little time to organise a church. They devoted all to approach the Gospel. The Christianity was able to spread.
4. **Christianity was the only religion:** the apostles were convinced that Christianity was the only religion, which can save humankind. This encouraged the Apostles to spread the Gospel with zeal.
5. **Prosperity:** to die as martyr was heroic act and Christianity produced many martyrs.
6. **Brotherhood** of the church members: Christianity appealed to all classes. There was no slave, gentle, or Jew.
7. **Travelling:** evangelization, merchant and traders facilitated the expansion of Christianity.
8. **Diaspora:** Many Christians were scattered in many countries of the world because of persecution. Reaching there, they started to preach the Gospel.
9. **Constantine emperor favoured the spread of Christianity:** He allowed his soldiers to be baptized; he supported the Church in different facilities: he gave a land to the Church.
10. **Roads facilities:** roads built by the Roman Empire facilitated the Apostles to spread the Good News.

The Judaism and Christian Church:

The **Judaism** knew many sects according to their doctrines and practices. The most

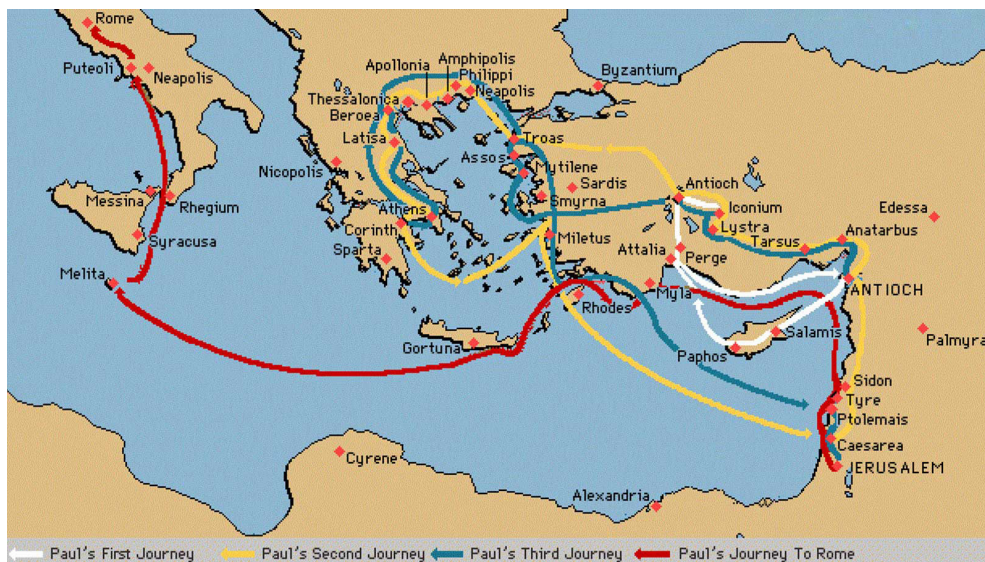
influential are: Pharisees, the Sadducees, the zealots, Essenes, and heterodox group. Pharisees, Sadducees and zealots were much sad by the Bible.

The **Pharisees** were traditionalists, interested in theocracy and religion characters of Jewish domination. As they were stressed to obedience to Torah, they were conservative in their theology.

The Sadducees respected the Pentateuch not traditions of the Jews. They did not accept the resurrection of the dead they were associated with the political leadership. The **Christianism** was born in this context. It was against these sects. That is why the Romans succeeded to persecute the Early Church.

Gospels: Gospel means Good News related to Christ, the kingdom of God and salvation. There are four Gospels: the Gospel according Matthew, Gospel according to Mark, Gospel according to John and Gospel according to Luke.

Map showing the journeys of Apostle Paul in his mission



2.9 End unit Assessment

1. Define the following terms:

a. Pentecost

Answer: It is the day when the Holy Spirit was poured on the apostles. The starting day of Christian Church.

b. Primitive church

Answer: The first Christian Church.

c. Persecution

Answer: Mistreatment, hostility.

d. Christianity

Answer: The religion based on teaching of the news of Jesus Christ of Nazareth.

e. Apostasy

Answer: Wilful falling from rebellion against Christianity; rejection of the Christ by one who has been a Christian.

2. Enumerate two factors that permitted the expansion of Christianity.

a. Persecution of the Christians. The Christians escaped and fled to other cities/countries where they spread the Good News of Jesus guided by the Holy Spirit. The Church of Antioch was born in this situation.

b. Missionaries: example of Apostle Paul who made three journeys.

3. Why do the Christians attribute a great importance to the Pentecost day?

Answer:

- The Holy Spirit came upon the disciples.
- The fulfilment of the promise to the disciples.
- The starting of the first Christian Church.
- The disciples received the strength to continue Jesus' mission.

4. Reflect on interesting news that you want to tell your friends. Explain how it reaches them.

Answer: The learners individually think on interesting News to tell to their friends. Especially Jesus Christ's Good News. They explain how it can reach to the receivers. Means they can use. Conference, journals, newspapers, radio, television, theatre presentation, dramatic games, social media, ICT's, songs, pictures, predication.

5. **Answer:** It reached us by predication/preaching, reading Word printed, and missionaries.

6. Discuss the important news Christians always want to tell the others.

Answer: Jesus' Good News, the word of salvation.

- He died in our behalf. He is our sacrifice Jesus took the sins of the world (John 1:29). He reconciled us with our Father.
- He raised from the dead. He saved us from our sins. (Acts 3:40)
- They teach us to confess our sins.(Acts3:38)
- To be one in Jesus (John17:11)
- The love of God (John 3:16).

7. Read Acts 6:1-15 and tell the force of Holy Spirit.

Answer: The Holy Spirit:

- Organizes the community.
- Provides authority, responsibilities, satisfy the needy.
- Holy spirit gives power, wisdom.
- Stephen before the Council shined in his face like the face of an angel.

2.10 Additional activities

Remedial activity

1. What is Pentecost?
2. Why do the Christians attach much importance to the Pentecost?
3. What are the fruits of receiving Holy Spirit?
4. Who is the founder of Early Church?
5. Identify the mission of Church as mentioned in Matthew 28:19-20, "*go therefore and make disciples of all the nations baptize them in the name of the Father and the Son and the Holy Spirit, teaching them to observe all that I commanded you, and so I am with you always, even to the end of the age.*"

Suggested answers

1. It is the day when the disciples received the Holy Spirit. The starting of the Church.
2. Because of fulfilment of Jesus' promise.
The starting of Christianity
The disciples were baptized in Holy Spirit and received mission.
3. There are joy love, gentleness, longsuffering, patience, tolerance, happiness, and charity actions.

4. The founder of the Early Church is Jesus Christ.
5. The mission they received from God refers to:
 - a. Make disciple of all the nations.
 - b. Baptize them.
 - c. Teach them to observe the commandment of God as recommended.

Consolidation activity

1. What is primitive church?
2. Where did the church start?
3. State 2 spiritual activities and 2 social activities of the first Christian community.
4. Define and State two causes of persecution.
5. How was Stephen put up death?

Suggested answers

1. The Primitive Church is the first Christian community created on the day of Pentecost.
2. At Jerusalem
3. a) Praying, singing.
b) Sharing their possession among the believers, they sold their property and supply to the needy.
4. a) Persecution means hostility ill-treatment related to the race, political or religious beliefs.
b) New religion, refusal the orders of emperor, accused to disobey the Moses' law
5. He was stoned.

Extended activity

1. Mention any three main events of Christianity.
2. Explain how is the Gospel spread today (means).

Suggested answers

1. The three events of Christianity are:- death and resurrection of Jesus - Pentecost, birth of the church - persecution of church.
2. Today, the Gospel is spread through evangelization, in churches preaching, through internet, radio, television, newspaper, journals.

UNIT 3

Acts of Charity

3.1 Key unit competence

The learner will be able to show the relationship between acts of charity and Faith

3.2 Prerequisite knowledge and skills

From different homilies (predications) in their denominations, learners heard talked kind deeds like Kind Samaritan. During previous school years and the acquired values at home, learners have been educated to be kind. You may ask questions about the identification of kind deeds, meaning of Faith, characteristics of true Christian, the commandments of God, means of God's revelation to us and link between our spiritual life and acts of charity.

3.3 Cross-cutting issues to be addressed

The content of the whole unit reflects *peace and Values education*. This Peace is understood in terms of inner-peace. The social and Christian values are highlighted in every lesson of the unit.

3.4 Guidance on the introductory activity:

Hand out copies of biblical text to be analysed to learners' groups. Read the Bible loudly while learners are listening and following on their papers. Learners discuss the questions that follow the given biblical texts. They write and present their consensus.

Answers to the questions of introductory activity 3

1. We positively appreciate the kind deed in Luke 10:35-35 because the priest and other people considered being workers of God nothing did for the needy. The Samaritan who was in his business sacrifices his time and benefits to care and to save the person in danger of death. So he really became kind to him. He knew that everybody is his neighbor. His Faith is greater than the one of those pride priests.
2. Yes I agree with the affirmation in James 2:17: faith has to be accompanied by works to prove it or to justify; if not it will be superficial.
3. Basing on 1Jn 4:20, I love God through my classmates or neighbor by helping, respecting him/her, explaining course, being kind to them.

3.5 List of lessons

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1	Meaning of kind deeds	<p>Knowledge and Understanding: Identify different acts of charity.</p> <p>Skills: Describe the different acts of charity.</p> <p>Attitude and Values: Be kind person to others.</p>	2
2	Meaning of Faith	<p>Knowledge and Understanding: Give the meaning of Faith.</p> <p>Skills: Explain the relationship between acts of charity and faith.</p> <p>Attitude and Values: Live Faith as gift from God.</p>	2
3	Faith and kind deeds as identity of a true Christian	<p>Knowledge and Understanding: describe a true Christian.</p> <p>Skills: Explain clearly the relevance of acts of charity.</p> <p>Attitude and Values: Perform kind deeds in society.</p>	2
4	Greatest commandment	<p>Knowledge and Understanding: Explain the greatest commandment.</p> <p>Skills: Link the greatest commandment to Decalogue.</p> <p>Attitude and Values: Love others.</p>	2
5	Love God and neighbours as yourself	<p>Knowledge and Understanding: Identify who is your neighbour.</p> <p>Skills: Explain love for neighbour as an exchange of love of God for us.</p> <p>Attitude and Values: Value everyone.</p>	4
6	God visible in the needy in the Bible	<p>Knowledge and Understanding: Identify the means of God's revelation.</p> <p>Skills: Prove how God is in people in needy.</p> <p>Attitude and Values: Show concern towards the vulnerable people.</p>	2

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
7	Acts of charity as the measures of spiritual commitment	<p>Knowledge and Understanding: Mention the main spiritual acts of Christian.</p> <p>Skills: Link spiritual acts and acts of charity.</p> <p>Attitude and Values: Appreciate the spiritual and moral values.</p>	6
	Assessment	The learner will be able to show the relationship between acts of charity and Faith.	2

3.6 Guidance on different lessons outlined above

3.6.1 Meaning of kind deeds

a) Prerequisites/Revision/Introduction

Detect prerequisites on the meaning of kind deeds. Ask learners to describe a kind deed and to identify the kind deeds they know.

b) Teaching resources

In this lesson the Bible, dictionaries, students' notebooks are supportive teaching aids.

c) Learning activities

After consulting dictionaries about kind deeds, learners pair and share what they know about services of Caritas and Compassion. They share experiences on kind deeds they performed in their life.

Answers to the Learning activity 3.1

1. The word CARITAS came from Latin to mean Agape or unconditional love. The word COMPASSION came from latin *Compassio/compati: cum* and *passio* that means "Suffer with". In this context both caritas and compassion have sense of works of love.
2. We performed many kind deeds for people in needy: helping old people, visiting sick people, giving food to the poor...

Answers to the application activity 3.1

1. A Kind deed means a good or benevolent action (Unpaid action of love). It can be called also Charity that has sense of works of love for the needy.
2. Five kind deeds to perform at our schools: Explain courses to slow learners, give school materials to poor classmates, washing clothes to sick pupils, Caring

pupils with physical disability, taking notes for sick pupils.

3.6.2 Meaning of Faith

a) Prerequisites/Revision/Introduction

Introduce learners in lesson by either a short song reflecting ask questions about biblical models of believers (who strongly believed in God) like Abraham, Simon Peter when he accepted to throw the net into deep water while he had missed any fish (Luke 5:1-5), people who brought the sick person to Jesus through the roof of a house(Luke 5:17-39)

b) Teaching resources

Teaching and learning resources in this lesson are the Bible and learners' exercise notebooks are necessary.

c) Learning activities

A debate can be used for this lesson: one side supports John who says that we must only believe according to visible facts while other side supports Mary who says that Faith is to believe what we do not. They will finally agree with the meaning of Faith.

Answers to the Learning activity 3.2

This is my position about Faith: Referring to the Holy Scriptures especially we find that our ancestors in faith had strong trust. Abraham accepted to follow God towards unknown destination, he believed to give birth while Sarah already reached bareness, Jesus told to Thomas “ *blessed are those who have not seen and yet have believed*”(John20:29). So Faith is untouchable gift received by whom we are (our interior) not what we are.

Application activity 3.2

1. Faith is complete submission of human intellect and his will to God. By the whole being, man gives his assent (agreement) to God the Revealer.
2. Three characteristics of Faith
 - Faith is a grace: faith is a Revelation from God.
 - Faith is human act: believing has to be proved by authentic human act. In Faith, human intellect and will co-operate with divine grace.
 - Faith is certain: it is more certain than human knowledge because it is founded on the Word of God who cannot lie
3. Faith is a gift from God because it is an interior (heart) help of the Holy Spirit.

4. Faith requires personal commitment because the grace of God has to fit human free agreement as an answer “Obedience to God’s revelation”

Answers to the Application activity 3.2

1. A Kind deed means a good or benevolent action (Unpaid action of love). It can be called also Charity that has sense of works of love for the needy.
2. Five kind deeds to perform at our schools: Explain courses to slow learners, give school materials to poor classmates, washing clothes to sick pupils, Caring pupils with physical disability, taking notes for sick pupils.

3.6.3 Faith and kind deeds as identity of a true Christian

a) Prerequisites/Revision/Introduction:

Revision here is necessary: ask oral questions about the meaning of faith, kind deeds, and characteristics of true Christian.

b) Teaching resources

Learners’ notebooks and the Bible are helpful teaching aids.

c) Learning activities

Different groups read the given biblical reference and then discuss the related question

Answers to the Learning activity 3.3

“Fait itself if it is not accompanied by actions is dead” (James 2:14-26): James confirms that our inside has to be explained by our outside. On one side, faith cannot prove itself. On the other side, good works cannot come from nowhere. There is a great relationship: good works justify the existence of Faith and good works are produced from the true Faith. We will be saved by faith (Romans 10:9); but we will be judged by our deeds (Romans 2:6-11).

Answers to the application activity 3.3

1. The theological virtues are Faith, Hope and Love
2. The link between Faith and kind deeds: Kind deeds justify faith while faith becomes the principal root of kind deeds.
3. According to Luke 6:36, I become merciful by helping my classmate to understand courses, helping poor pupils, caring people with disability, living empathy...

3.6.4 Greatest commandment

a) Prerequisites/Revision/Introduction

Diagnose prerequisites knowledge and skills on the commandments of God (lower primary and catechumen school). The focus is on the ten commandments of God and their convergence point that is love.

b) Teaching resources

The Bible, students' exercise notebooks and papers.

c) Learning activities

Form groups and distribute papers written on biblical references and their correspondence texts. Guide learners' comment on "to love=to obey all commandments of God". Facilitate learners' presentations.

c) Answers to the Learning activity 3.4

Love is the centre theme of Decalogue. In every commandment of God, **love** is reproduced as follows:

1. You shall have no other gods except me: love God through monotheistic life.
2. You shall not make an Idol for yourself and worship it: love God through never substitute God with daily idols like money, pride, honour, power, technology when they are wrongly used.
3. You shall not misuse the name of God your God: love for God when you become realistic and when you do not take oaths in name of God for nonsense.
4. Remember the Sabbath day and keep it holy: love for God when you consecrate the day to God and thank Him for the work He did.
5. Honour your father and your mother: love for all not only relatives.
6. You shall not murder: love for others' life.
7. You shall not commit adultery: you respect for others' body, values of marriage and sexual moral in the society.
8. 8. You shall not steal: respect for other's property.
9. You shall not give false testimony against your neighbours: be just and honesty for your neighbours.
10. You shall not covet: wish for others what you wish is done for you.

Answers to the application activity 3.4

1. Recall the ten commandments of God (see them above in Learning activity 3.4)
2. The greatest commandment of God is: *Love the Lord your God with all your heart and with all your soul and with your mind. This is the first and the greatest*

commandment. The second is like it: love your neighbour as yourself.

3. The greatest commandment helps me to live well at my school as the Bible says “so in everything, do to others what you would have them do to, for this sums up the Law and the Prophets” (Matthew 7:12)

3.6.5 Love God and neighbours as yourself

a) Prerequisites/Revision/Introduction

Ask questions of revision because learners already knew the greatest commandment of God and they can also link love with Decalogue.

b) Teaching resources

The Bible; students’ exercise notebooks and student’s book of social Studies and Religious education P5 are helpful teaching aids.

c) Learning activities

Think-Pair-Share technique can help in learning and teaching of the lesson “Love God and neighbours as yourself.

Answers to the Learning activity 3.5

1. Yes we love God: because we try to keep His commandments, we praise, we worship and we glorify Him.
2. No, we have never seen God by our own eyes (1John 4:12). We see God in our neighbours because God is in us (1John 4:13). We are all created in image of God (Genesis 1:26-27), so we love God through our neighbour by respecting his/her life, helping him/her when he/she is in needy...

Answers to the application activity 3.5

1. My neighbour is not only my relatives but everybody who need my support or my help.
2. The proof that I love God is practically to love my neighbours.
3. Jesus Christ gave the signs of His belongings: love one another (John 13:35).
4. I love God through your classmate by explaining course to my classmates, giving school materials to poor pupils, caring people with disability, living empathy, never damage classmate material.

3.6.6 God visible in the needy in the Bible

a) Prerequisites/Revision/Introduction

Introduce the lesson by telling short story about benefit of performing a kind deed for example: **Kindness is never wasted**: one day an ant fell in swimming pool. It laundry

cried for a help. The dove that was around took a stick and plunged it into swimming pool and the ant was saved. Another day, the same dove was safe in the tree. It was under-informed that the hunter was ready to shoot on it. The saved ant that was in the grasses stung the hunter's ankle. When the hunter was crying the dove left the place.

b) Teaching resources

The Bible, students' notebooks and other materials to perform a sketch for kind deed are necessary.

b) Learning activities

In pair Learners discuss and contrast "To perform good work for God when you meet Him physically". They organise a sketch about kind deed and its future benefit. They present it to the class.

Answers to the Learning activity 3.6

Tom said "Whenever I physically meet God, I am ready to perform kind deed to Him"

In the context of authentic Word of God read in Matthew25:34-40; **I do not agree** with Tom. The reasons can be: God has no physical shape and size, He is immortal and invisible (1Timothy 1:17; Colossians1:15-20). God does not depend on us, he is "All sufficient" (John1:4). He does not need our help to survive. God wants us to help Him through our neighbours.

Answers to the application activity 3.6

1. Matthew 6:3 "But when you give to the needy, do not let your left hand knows what your right hand is doing": when you help never publish, keep secret, God has just known and you are just rewarded.
2. To give is more blessed than to receive. The donor gets dual blessing: The receiver prays for him/her and God blesses him/her for the performed kind deed.
3. Four kinds of people in needy are poor people, orphans, sick people and people with disability

3.6.7 Acts of charity as the measures of spiritual commitment

a) Prerequisites/Revision/Introduction

Introduce learners in lesson by asking questions about spiritual activities for a true Christian.

b) Teaching resources

The Bible, students' notebooks and Students' book P5 of Social studies are important to teach and to learn this lesson

c) Learning activities

Two techniques can be used: the first is group discussion to respond to the questions that are related to the given biblical text: good/bad tree and their fruits. The second is role-play whereby learners produce good fruits among their classmates.

Answers to the Learning activity 3.7

“A bad tree cannot bear good fruits, each tree is recognized by its own fruits” (Luke 6:43-44):

1. The good and bad tree symbolise a true believer by body and Soul (good tree) and believer by name only (bad tree)
2. The fruits from good tree symbolise good/kind deeds. The fruits from bad tree symbolise bad works among others.
3. We produce good fruits among our classmates by all possible kind deeds done at school (presented in role-play)

Answers to the application activity 3.7

1. When we do kind deed, we nothing lose because we are more blessed (Acts 20:35) and our award is the Kingdom of God (Mt 25:34-40)
2. The elements of our spiritual life praying in possible forms, Faith or heart submission to God, Repentance as healing of soul and works of love as justification of faith.
3. Referring to James, faith only is not enough to be holy, it has to be accompanied by works (James2:14-26).

3.7 Summary of the unit

The kind deeds are all works of love. Faith is a strong and total human submission to God. Faith in God is not separated from love for Him. This means to observe His commandments. We love God through our neighbors especially helping all those who are in needy. As Christians our spirituality should be to be in accordance of practical daily life.

3.8 Additional Information

Biblical characteristics of love

Love is all. Love the greatest of the acts you can perform. Biblically, Love is more valued even than our lives. Love is never temporally measured, it is eternal. Paul confirms:

“I may speak in different languages of people or even angels. But if I do not have love, I am only a noisy bell or a crashing cymbal. I may have the gift of prophecy. I may

understand all the secret things of God and have all knowledge, and I may have faith so great I can move mountains. But even with all these things, if I do not have love, then I am nothing. I may give away everything I have, and I may even give my body as an offering to be burned. But I gain nothing if I do not have love. Love is patient and kind. Love is not jealous, it does not brag, and it is not proud. Love is not rude, is not selfish, and does not get upset with others. Love does not count up wrongs that have been done. Love takes no pleasure in evil but rejoices over the truth. Love patiently accepts all things. It always trusts, always hopes, and always endures. Love never ends” (1Corinthians13:1-8).

3.9 End unit assessment

Answers to the end unit assessment 3

1. A kind deed refer to work of love or work of charity
2. I am called to love my neighbour. My neighbour is not only my relatives but also all those who are in critical situation and who really need my help.
3. Faith is a gift from God and personal commitment because it is the grace deposed by God in our inside. It is also personal commitment because God needs our answer (Obedience) to His stimulation or revelation.
4. The link between Faith and works is this: works are fruits of Faith and at the same time they prove the existence of Faith.
5. Any kind of help to my classmates justify my love for God.
6. Giving is better than receiving because when we do kind deed, we nothing lose because we are more blessed (Acts20:35) and our award is the Kingdom of God (Mt 25:34-40).
7. The theological virtues are Faith, Hope and Love. To live it helps us to be righteous to be in communion with God.

3.10 Additional activities

Remedial Activities

Ask the following questions to help slow learners to reach key unit competences

1. What is a kind deed?
2. How can you characterise Faith?
3. You can do kind deed to God wherever you are. Explain.
4. Explain the spirituality of true Christian.

Answers to remedial activities

1. A kind deed is a work of love performed to a needy without other conditions
2. Faith is **grace** because God reveals to you by His will. It is **gift** because it is help of the Holy Spirit. It is **human act** because it is proved by human works and it is **certain** because it is founded on the Holy Scriptures.
3. Wherever I am I can perform kind deed to God because people in needy are everywhere and God is in them.
4. The Spirituality of a true Christian is characterized by a consistent life of prayer, repentance, fasting and helping others.

Consolidation activities

Ask the following questions to consolidate the learners' competences

1. Faith is certain. Explain.
2. God needs your help in your class. Explain.
3. Describe a true Christian.

Answers to consolidation activities

1. Faith is certain because it is more assured than human science due to its foundation
2. God needs my help in the class because my classmates were created in His image. God also wants me to love Him through my classmate in needy (slow learners, poor learners, sick people, learners with disabilities...)
3. A true Christian is characterised by not only to be baptised but also:
 - Spiritual acts: Faith, prayer, repentance, fasting,
 - Social acts: sharing and helping, solidarity,
 - Morality: keep God's commandments, obey moral and ethical rules

Extended activities

Asking this questions for talented learners:

Q: Biblically, prove that the kind deeds are Christian duties.

Answers to the extended activities

- Love one another is sign we are born of God and we knew Him (1John 4:7)
- Love is a sacrifice "Above all, keep loving one another earnestly, since love covers a multitude of sin" (1Peter4:8)
- All commandment are summarised in love "For the whole law is fulfilled in one word "You shall love your neighbour as yourself" (Galatians5:14)

- Owe no one anything, except to love each other, for the one who loves another has fulfilled the law(Romans 13:8)
- Beloved, if God so loved us, we also ought to love one another(1John4:11)
- Love does no wrong to a neighbour; therefore love is the fulfilling of the law (Roman 13:10)
- So now faith, hope and love abide, but the greatest of these three is love (1Corinthians 13:13)

SPECIFIC UNIT FOR CATHOLIC

UNIT 4

Importance of the Sacraments

4.1. Key unit competence

A learner will be able to illustrate the importance of the Sacrament in the Church and in Christian life.

4.2 Prerequisite knowledge and skills

The learners often understood talking about the Sacraments. The non-catholic learners might understand or participate in sacrament celebrations of their friends' classmates. Some catholic learners received the sacraments; others are being trained for them. It is a good occasion to inclusively group learners and asks questions about the number of Sacraments and their names, the candidates, the ministers, the rites and the effects of the Sacraments.

4.3 Cross-cutting issues to be addressed

Address **Environment and sustainability** as teaching effects of Baptism “New Creation”: the new creature should live well with other creatures.

Address **peace and values education** as teaching the effects of the Sacrament of the Eucharist: help, sharing, empathy...

4.4 Guidance on the introductory activity 4

Lead learners to the nearest road where they find out the traffic road signs. Tell learners to observe the sign and to interpret them. The whole class visits a nearest Catholic Church and invite learners to observe different signs used by the Church and ask them to tell what they often see used to celebrate the Sacraments. Form the group and ask learners to explain what area symbolised by the Sacrament as signs. They discuss the importance off the Sacraments and thereafter they present their findings.

Answers to the questions of introductory activity 4

1. The road traffic signs are important because they indicate the direction for passengers and driver; they foretell the danger corners and they indicate the

necessary speed for drivers. The zebra crossing for example show that walkers are permitted to cross the roads, the triangle with exclamation point shows the danger in the road

2. Among the signs used by the Church, I can explain the following: Water as symbol of purification and death on sin; open hand wide: invocation of the Holy Spirit; Oil as symbol of comfort, holy Chrism as the symbol of the Holy Spirit; bread and wine: symbol of body and blood of Jesus Christ.
3. The Sacraments are important because they build the Church in many ways: the number of believers increases; members of the Church are sanctified. The sacraments are important to the society in general because as people become new creatures they convert themselves, they live unity, peaceful life, and solidarity as brothers and sisters with one Parent, God.

4.5 List of lessons (including assessment)

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1	Meaning of sacraments and their creation into the Bible	<p>Knowledge and Understanding: Define Sacrament as sign.</p> <p>Skills: Explain the invisible reality behind the visible sign.</p> <p>Attitudes and Values: To be devoted to receiving the sacraments. Respect the visible signs that are used in celebrating Sacraments.</p>	-
2	Group of seven sacraments of the Church	<p>Knowledge and Understanding: Describe the different Sacraments.</p> <p>Skills: Identify the relationship between the sacraments.</p> <p>Attitudes and Values: Live honestly the effects of the Sacraments.</p>	-
3	Importance of the Sacraments in the Church	<p>Knowledge and Understanding: State the relevance of the Sacraments in the Christian's daily life and in the Church.</p> <p>Skills: Explain clearly the importance and the relationship between the Sacraments.</p> <p>Attitudes and Values: Appreciate the role of the sacraments in spiritual life.</p>	-
	Assessment	A learner will be able to illustrate the importance of the Sacrament in the Church and in Christian life.	-

4.6 Guidance on different lessons outlined above

4.6.1 Meaning of Sacraments and their institution into the Bible

a) Prerequisites/Revision/Introduction

Diagnose the learners' **prerequisites** to the Sacraments. After Think-Pair, learners can orally share to the whole class what they already know about meaning, creation, element, celebration and effects of Sacraments.

b) Teaching resources

The Bible, ordinary and theological dictionary are necessary. The drawing of zebra crossing and water can be also used as symbols to be interpreted.

c) Learning activities

Learners visit library to make research on the meaning of the sacraments and its institution. In groups, they interpret the given symbols and they discuss the Sacraments as symbols

Answers to the Learning activity 4.1

1. Zebra crossing in the road means that walkers are permitted to cross the road. Vehicles have to move slowly or to stop for walkers' priority.
2. In our daily life and on our body water symbolises life and Purification. In rite of Baptism, water symbolises death from sin and purification of soul (Remission of sins).
3. The Sacraments are holy signs created by Christ to sanctify His believers in the new family of God (the Church).

Answers to the application activity 4.1

1. The Sacraments are the holy and visible signs, instituted by Christ to sanctify His believers in His Church.
2. Each sacrament has two dimensions: the symbol (Visible) and the symbolised (Invisible reality).
3. After receiving the Sacraments as covenant we have to live in guidance of the Holy Spirit and the whole Trinity within we receive the Sacraments.
4. The seven Sacraments are: Baptism which is the gate for other Sacraments. Confirmation confirms the graces from Baptism. The Eucharist is the Spiritual food. Penance and Anointing of sick heal us in our totality. By Order and Marriage we serve God in His Church.

4.6.2 The Group of seven Sacraments of the Church

a) Prerequisites/Revision/Introduction

It is better to use a revision of the previous lesson. Facilitator asks oral questions on the meaning of the Sacraments, the seven Sacraments of the Church and their creation in the Bible

b) Teaching resources

The Bible, ordinary and theological dictionary are necessary. The drawing of zebra crossing and water can be also used as symbols to be interpreted.

c) Learning activities

Form learners' group and hand out the papers on them written groups of the Sacraments. Hand out to learners the cards written on the names of Sacraments, one sacrament for one card. Guide learners to classify each Sacrament in its correspondent. Each group presents its work.

Answers to the Learning activity 4.2

Group of Sacraments	Sacraments
Becoming Christian (Sacrament of Christianization)	Baptism, Confirmation and the Eucharist
Getting healing (sacraments of healing)	Penance and Anointing of sick
Serving God in the society (Sacraments of service)	Order and Marriage

Answers to the application activity 4.2

1. The table is filled like this:

Group of sacraments	Sacraments	Repeated/once in life
Sacraments of healing	Penance	Repeated (reiterable)
	Anointing of sick	Repeated
Sacraments of service	Order	Once in life
	Marriage	Once in life; except one in couple is dead
Sacraments of Christianization	Baptism	Once in life
	Confirmation	Once in life
	The Eucharist	Repeated

2. Since I am baptised I should imitate Christ in my everyday activities. To go away from wrong and sins

3. The ministers of the following sacraments are:
 - a. Confirmation: Only bishop. For great reason a priest with permission of bishop can baptise.
 - b. Order: Only bishops.
 - c. Marriage: the couple itself (Mature boy and girl themselves).
 - d. Anointing of sick: bishops and priests.
4. After receiving the Eucharist Christian has to be united to Christ, to go away from sin and to remember the poor ones.
5. The effects of the Sacrament of Penance to the society are: Self reconciliation (Getting inner-peace); horizontal reconciliation (restoration of good relationship with others in the society) and Vertical reconciliation (reconciliation with God).

4.6.3 Importance of the Sacraments in the Church

a) Prerequisites/Revision/Introduction:

Revision on two previous lessons is necessary because it helps learners to remember the meaning of sacraments, their categories and their effects to the receivers.

b) Teaching resources

The Bible and learners' exercise notebooks can serve to discuss the importance of the Sacraments to the society in general.

c) Learning activities

Organise group discussion and exchange of ideas on the importance of the Sacraments. Learners write their agreement and thereafter they present them to the whole class.

Answers to the Learning activity 4.3

The **road traffic signs have importance**: they guide drivers, they orient walkers they facilitate circulation. **By sacraments as holy signs**, believers souls are oriented towards God, number of believers increases, Christians are committed to church and society development, they consolidate unity of people, the values of sharing, forgiveness and solidarity are improved, the sins and crimes decrease etc.

Answers to the application activity 4.3

Group A (Importance of Sacraments)	Group B (Aspect of importance)
Comforting Christian souls (a)	a. Spiritual and Church importance
Christians are aware of sins (a)	
Christians are committed to Church mission (a)	
Increasing the number of believers)	
Social importance (a)	b. Social importance
Christians are then good citizen	
Increase social and peaceful life	
Sacraments develop unity among people	

4.7 Summary of the unit 4

Sacraments are the sacred signs created by Christ to sanctify His Church. The Catholic Church celebrates seven Sacraments: Baptism, Confirmation, Eucharist, Penance, Anointing of sick, Order and marriage. To receive Sacrament is to conclude an Alliance with God. The Sacraments are efficacious signs because they do what they express. It requires then to the candidate the positive internal disposition (Faith). According to their effects, the Sacraments are into three groups: Sacraments of Christianisation, of healing and of service. From Baptism, the Sacraments particularly build the Church and they positively affect the society in general.

4.8 Additional Information

Three kinds of Oil in celebration of Sacraments

In the ancient Near East, olive oil was used for healing, sealing, and strengthening. Athletes in ancient Greece would use it to supple and to ease their muscles before competing. Oil was also poured on the head of guests as a sign of hospitality. Prophets were anointed with olive oil, and they in turn anointed kings (1Sam 16:1-13).

- The Oil of catechumen is used to strengthen the one being baptized to turn away from evil, temptation and sin
- The **holy Chrism, Oil of Catechumen and the Oil of sick** are blessed by bishop and distributed at Chrismal Mass on Holy Thursday. The holy Chrism is kept together with those other two holy oils. In the **baptismal rite, the holy Chrism** is used with the words *“as Christ was anointed priest, prophet, and king, so may you live always as a member of his Body, sharing everlasting life.”* **At confirmation** the confirmand is anointed with chrisem on the forehead

accompanied the words “*be marked with the Gift of the Holy Spirit.*”

- The Oil of sick is used as comfort, releasing sick people in his totality when priest says “...*May the Lord in His love and mercy help you with the grace of the Holy Spirit.*”

4.9 End unit assessment 4

Answers to the End unit assessment 4

1. The term sacrament refers to the alliance. The Sacraments of the Church are defined as *the efficacious signs of grace, instituted by Christ and entrusted to the Church by which divine life is dispensed to us*
2. The seven Sacraments of the Church are **Baptism** which is the gate for other Sacraments; the Sacrament of **Confirmation** that confirms the graces of Baptism; the Sacrament of Eucharist that is our Spiritual food; the Sacraments of **Penance and Anointing of sick which are the sacraments of healing**; the Sacrament of **Order** and **Marriage** as Sacraments that permit us to serve God in His Church.
3. Respond by **True** or **False**:
 - a) The Sacraments were created by the Church (**False**)
 - b) The ministers of the Sacraments of Marriage are bishops and priests (**False**)
 - c) The sacraments of Christianization are Baptism Confirmation; the Sacrament of healing is Penance while the Sacraments of service are Order and Marriage. (**False**)
4. The sacrament of Penance is important to the society because it restores the destroyed good relationship among people
5. The Sacraments are important:
 - a) **To the Church:** numbers of believers increase, Christians are united to Christ, and Christians are committed to the Church development
 - b) **To the society:** people become moral and responsible, unity of people, sharing and solidarity among citizens

4.10 Additional activities

Remedial Activitiess

Ask these questions to help slow learners to achieve key unity competence:

1. What do you understand by the Sacraments?
2. The sacraments below are in different groups; indicate the group after each Sacrament: Marriage, Order, Penance, and Anointing of sick, Baptism, Confirmation, and Eucharist.

3. Which Sacrament of the Church are received many times (repeated) in our life?
4. Consider Sacrament as alliance how will you behave after receiving it?

Answers

1. The Sacraments are the **efficacious signs of grace** instituted by Christ and entrusted to the Church by which divine life is dispensed to us.
2. Marriage and Order (Sacraments of Service); Penance and Anointing of sick (Sacraments of healing); Baptism, Confirmation and the Eucharist (Sacraments of Christianization).
3. The Sacraments of Baptism, Confirmation and Order are received once in life. The sacrament of marriage is not repeated as long as both spouses are alive
4. After receiving a sacrament as alliance we must be faithful and honest to the covenant, to live the effects of Sacrament and to produce new fruits to others.

Consolidation activities

Question: Identify the link between the Sacraments?

Answer: all Sacraments came from the body of Christ: “But when they came to Jesus and found that he was already dead, they did not break his legs. Instead, one of the soldiers pierced Jesus’ side with a spear, bringing a sudden flow of blood and water” (Jn19:33-34). Both water and blood symbolise baptism and the Eucharist. Baptism came from body of Christ (from the Eucharist) and baptism is the door to access other Sacraments. So the Eucharist is the centre of all sacraments. The Sacrament of Order moderates other sacraments because ministerial priests are ministers of the sacraments in name and power of Jesus.

Extended activities

Question: Discuss “The Church is the Sacrament of God.”

Answer to the extended activity

We know sacrament as visible sign that symbolises the invisible reality. God is invisible by our own eyes. To reveal Himself His Verb took flesh like human. Jesus was visible. His Apostles are witnesses, they walked with Him. Jesus is then the Sacrament of God Who is invisible. Before Jesus Christ went back heaven He institute the Church to continue His mission. The Church is the visible sign of kingdom of God here on earth so the Church is the Sacrament of Christ. By conclusion: if Christ is the Sacrament of God while the Church becomes the Sacrament of Christ then, the Church is the sacrament of God

SPECIFIC UNIT FOR PROTESTANT

UNIT 5

Importance of the Sacraments

5.1 Key unity competence

To be able to describe the celebration of the sacrament of baptism and Eucharist in the church.

5.2 Prerequisite knowledge and skills

Many of the learners received sacraments. Few of them do know about the sacrament. The teacher welcomes the learners to the new unity. He let them to say what they know about the sacraments. They share the experiences.

5.3 Crosscutting issues to be addressed

The teacher focusses on environment and sustainability as teaching new creation to take care of God's creation.

5.4 Guidance on introductory activity

The teacher organize the learners in small groups around the tables/desks. He/she distributes the learning materials, Bible, pictures, dictionaries, learners' textbook. He asks them to answer the questions on introductory activity.

Suggested answers to introductory activity

Jesus said, "I say to you unless one is born of water and the spirit, he cannot enter into the Kingdom of God?"

1. Who is talking to Jesus? John the Baptist.
2. Was he baptized? No, he was not.
3. What did Jesus tell him? I say to you unless one is born of water and the spirit, he cannot enter into the Kingdom of God?"
4. What is the role of water and spirit? Water and spirit have important role on human being.
5. In our body, water plays four roles: maintain blood volume; transport oxygen, minerals, nutrients and waste products; temperature regulation and stay hydrated

In our daily life, water is also used in different activities such as cleanliness, drinking, etc.

Spirit is also life. Without spirit, a man is a dead. To **be born of water and spirit** means to get new life physically and spiritually.

5.5 List of lessons (including assessment)

#	Lesson title	Learning objectives, knowledge and understanding, Skills, attitudes and values	Number of periods
1	Meaning of baptism	<p>Learning objectives: Make group discussion about baptism and its signals (water, oils, white garment, candle) and its importance in spiritual life.</p> <p>Knowledge and understanding: Identify the relation between the Sacrament. State the relevance of baptism in the Christian' daily life in the church.</p> <p>Skills: Describe the Baptism Sacrament. Explain clearly the importance of baptism.</p> <p>Attitude and values: To be devoted to the Baptism Sacrament. Appreciate the role of Baptism</p>	1
2	Celebration of the sacrament of baptism	<p>Learning objectives: Make group discussion about celebration of Sacrament of Baptism. Make presentations about the sacrament about celebration of the Sacrament of Baptism.</p> <p>Knowledge and understanding: State the relevance of celebration of the sacrament of baptism in Christian daily life and in the Church.</p> <p>Skills: Describe the celebration of the Sacrament of Baptism. Explain clearly the importance of celebration of baptism.</p>	1

#	Lesson title	Learning objectives, knowledge and understanding, Skills, attitudes and values	Number of periods
		<p>Attitude and values: To be devoted to the Sacrament of Baptism.</p> <p>To appreciate the importance of the celebration of the Sacrament of Baptism.</p>	
3	Graces of baptism	<p>Learning objectives: Make group discussion on the graces of baptism.</p> <p>Knowledge and understanding: State the relevance of graces of baptism in the Christian 'daily life and in the church.</p> <p>Skills: Explain clearly the importance of graces of baptism.</p> <p>Attitudes and values: Give the most time to celebration of the Sacrament of Baptism.</p> <p>Appreciate the importance of celebration of the Sacrament of Baptism.</p>	1
4	Preparing to receive holy communion	<p>Learning objectives: Make group discussion about the Sacrament of Holy Communion.</p> <p>Make discussion of the necessity and importance of the Sacrament of Holy Communion as act of receiving body and blood of Jesus.</p> <p>Knowledge and understanding: Identify the steps to receive Holy Communion.</p> <p>State the relationship between Holy Communion and the Sacrament of Baptism</p> <p>Skills: To describe the Holy Communion Sacrament.</p> <p>To explain the importance of Holy Communion.</p> <p>To explain clearly the relationship between Baptism and Holy Communion.</p> <p>Attitudes and values: To be devoted to the Sacrament of Holy Communion.</p> <p>To appreciate the importance of Holy Communion the relationship between Baptism and Holy Communion</p>	1

#	Lesson title	Learning objectives, knowledge and understanding, Skills, attitudes and values	Number of periods
5	Effects of the Sacrament of Holy Communion	<p>Learning objectives: Make group discussion about the effects of the sacrament of the Holy Communion in the Church.</p> <p>Knowledge and understanding: Establish the effects of the Sacrament of Holy Communion.</p> <p>Skills: Describe the effects of the Sacrament of Holy Communion in the Church. Explain the importance of taking part to the Sacrament of Holy Communion.</p> <p>Attitudes and values: Attach the importance to the effects of the Sacrament of the Holy Communion</p>	

5.6 Guidance on different lessons of unit 5

5.6.1 Meaning of baptism

a) Prerequisite/revision/introduction

Baptism is one of Christian sacraments, protestant churches focus on mainly two.

The teacher

b) Teaching resources/aids/materials:

They are Bible, Learner' textbook, Internet, teacher's guide, desks, pens, chalkboard, paper, water, etc.

c) Learning activity 5.1

The teacher organizes the learners in small groups and invite them to study the illustration on the learning activity 5.1. Then after they present their discoveries.

Suggested answers to the learning activity 5.1

A new converted believer is a baptistery. He is with pastor. He is baptizing him. The assembly is around. The act happens publically.

After the summary of the lesson, the teacher assigns the learners the application activity 5.1.

Suggested answers to application activity 5.1

1. Define **baptism**. an act that marks **the beginning of one Christian life and Christian membership. Christian symbol showing one's spiritual life**
2. What did **water** symbolize in Old Testament for the Jews? Water plays a big role in Jewish life. It was a **sign of sanctification from defilement, pollution, dirtiness.**
3. What are the forms of baptism to the Christian Church? Immersion baptism and submersion baptism.

5.6.2 Celebration of the Sacrament of Baptism

a) Prerequisites/revision/introduction

Warm up the class and ask what learners remember of the meaning of the baptism in pair.

b) Teaching resources/aids/materials

There are Bible, learners textbook, internet, teacher's guide are possible.

c) Learning activity

In pair learners tell each other about their baptism, what happened that day? Guide learners to share the experience with the whole class.

Suggested answers to learning activity 5.2

The answers are diverse. The baptism was celebrated in different place. Different ministers also administered it: priest/pastor.

After conducting the activity, the teacher invites the learners to access the application activity.

Suggested answers to application activity 5.2

1. Enumerate any four steps for a baptism, Catechesis education, repentance, confession, testify the faith.
2. He is an **a minister** of God in the name of Father, the Son and the Holy Spirit: burial and resurrection of Jesus.
3. What is the significance of water in baptismal service? Regeneration in Jesus Christ.
4. Water in the name of the father, the son and the Holy Spirit.

5.6.3 Graces of baptism

a) Prerequisites/revision/introduction

Make a revision through oral questions on the previous lesson.

b) Teaching resources /aids/materials

There are Bible, learner' textbook, teacher's guide, pens desk/tables, pens, paper, chalkboard, chalk, internet, etc.

c) Learning activity 5.3

Help learners to form groups. Ask them to read the passage learning activity, and they answer the questions. In addition he/she read for them Ephesian's 2:8-9: *“for by grace you have been saved through that hand that not of yourselves. It's the gift of God. Not as result of works, that no one should boast.”*

Suggestion answers to the Learning Activity 5.3

1. Umutohi. Because she had a birthday.
2. Her friends.
3. The present/gifts.
4. No. she decided to pay for the entry.
5. She got the present freely.
6. No, they do not pay. But by grace.

After providing the summary to this lesson, learners move to the Application activity.

Suggested answers to the application activity 5.3

1. Because of our sins
2. Jesus Christ. By his crucifixion on the cross.
3. He bears good fruits: love, gift, joy, peace, patience, kindness, goodness, humility and self-control, obedience.

5.6.4 Preparing to receive the Holy Communion

a) Introduction

The teacher introduces the lesson by a song/a sketch/video

b) Learning activity 5.4

In small group learners, share the answers to the learning activity 5.4 and pair mark.

Suggested answers to the Learning activity 5.4

1. priest/pastor is distributing/giving Holy meal
2. Yes. He/she has.
3. I learnt to live in humility and to serve others.

After comparing the work in-group and providing the lesson summary, the learners shift to the application activity 5.4.

Suggested answers to the application activity 5.4

1. Bread for body and wine for blood
2. Because it is remembrance of what Jesus did for his disciples. To be identified to Jesus spiritually.
3. He is Jesus Christ.
4. The lord supper refers to the reminder of the love of Christ for humankind. We spiritually renew ourselves. However, our daily supper is distinct to Lord Supper. The lord Supper is incomparable. Our daily supper has no significance, except to make us survive.

5.6.5 Effects of Holy Communion

a) Prerequisites/revision/introduction

Teacher instructs learners to make small groups. Ask Questions for revision of the previous lesson.

b) Teaching resources/aids /materials

There are Bible, learners textbook, teacher's guide, pens, exercise notebook, internet illustrations.

c) Learning activity 5.5

The teacher invites the learners to make small groups where they read the passage and answer the questions in their respective group. Therefore, they mark each other.

Suggested answers to the application activity 5.5

1. The daily meal varies accordingly: beans, potatoes, bananas, peas, etc.
2. To suffer from hunger, to get sick, to become weak.
3. Because who believe in him will not die. He will get eternal life in the heaven. He/she is the son/daughter of Christ.

After taking summary of the lesson, they shift to **the application activity 5.5**

Suggested answers to the application activity 5.5

1. It helps the Christians believers to remember the death and resurrection of Jesus who died for their sins. It is a link to him showing act of redemption.
2. Can a non-baptized participate in the Supper of Lord? Justify your answer. No. because baptism is a sign that shows you die of the sins, resurrect for eternal life. You are identified to Christ. The non-baptized did not confess his/her sins and repent.
3. Ordinary bread refers to the bread prepared at home and helps the family to survive. However, the Holy Bread refers to the reminder of the body of Jesus Christ crucified for his people's sins. To partake it means to be in Him (Vice versa). The celebration is in honour of Jesus sacrificial death for their sins
4. No, because Jesus paid for us on the Cross. The apostles received the Holy Spirit without any pay.
5. It reminds Christians of the death of Jesus Christ for their sins.
The Holy Communion links the believers in a fellowship as they share one with another.
It is a sign of their relationship with Jesus Christ and among themselves.
It strengthens the faith and the self-examination of any Christian who participates.

5.7 Unit Summary 5

The sacrament a Christian religious ceremony or ritual regarded as imparting divine graces.

The protestant churches/denominations identify two sacraments as instituted by Jesus Christ: **baptism and Holy Communion**.

The baptism is a spiritual symbol or sign to mean **the death and the resurrection of Jesus**. Baptism is the main event that allows one to become member of Church.

Baptism is a sign of repentance and faith in the Father savior and the Lord. Baptism brings inner feeling of freedom from guilt of sin. To be baptized in much water means to die with Christ and resurrect with him for eternal life.

A baptism receiver must be prepared. He/she must have got catechesis education, and confess his/her sins. **It marks the starting point of serving God.** Baptism opens the door for the bearing of spiritual fruits such as love, gift, joy, peace, patience, kindness, goodness, humility and self-control. The graces of baptism that one cannot buy: love, joy, peace, etc.

The celebration of Baptism, is organized by the Church leader, and it is celebrated publicly. It generally takes place on great days such as Pentecost or Easter or another day decided by the church leaders. The baptistery is inside or outside the church.

The baptism is administered **by water** in the name of the Father, the Son and the Holy Spirit. To be born again means to get new life in Jesus Christ. **The Holy Spirit strengthens the sacrament of Baptism**

The Holy Communion, the second protestant sacrament, is a reminder of what Jesus did to his disciples. The effect of Holy Communion refer to remind the death and resurrection of Jesus, act of redemption. The celebration is in honor of Jesus sacrificial death for the people's sins.

5.8 Additional information

Holy Meal is common meal shared among Christians. It is also called Agape common meal in the early church or love feast expressing brotherhood and followership. Jesus told his followers to love one another in the same sacrificial fellowship. Eucharist was also love feast.

Love feast seeks to strengthen the bounds and spirit of harmony, goodwill, as well as forgive the past disputes and instead love one another. **Love feast** in Jude 1:12 was a common meal shared in the Early Church.

Agape is universal love, for nature strangers or God. It does not depend on filiation or familiarity. It is unselfish for the welfare of others. Jesus served all of his disciples even Iscariot the betrayer. His love is illimited.

Eros is sensual or romantic love.

Philia is brotherly or friendship love.

Storge: it describes the love between family members; it is a familial love that refers to natural or instinctual affection, love of parent towards children.

Organization of early church. There were the deacons chosen to serve the community. There are also the elders who were men appointed to have oversight of the congregation. They were called pastor (Ephesians 4:11), Bishop (1peter 5:1-4), etc.

Symbols used in sacrament known in protestant churches are especially water, bread and wine.

Garment or vestment defers according to the denomination.

5.9 Suggested answers to end unit assessment

1. a)

- Baptism is the main event that allows one to become member of Church.
- Baptism brings inner feeling of freedom from guilt of sin.
- Baptism is a sign of repentance and faith in the Father savior and the Lord.
- Baptism is a sign of repentance and faith in the Father Savior and the Lord.
- It gives the opportunity of pertaining to the family of God.
- Baptism opens the door for the bearing of spiritual fruits such as love, gift, joy, peace, patience, kindness, goodness, humility and self-control.

b)

- Holy Communion is sacrament of salvation.
- It is remembrance of what Jesus did for his disciples. To be identified to Jesus spiritually.
- It lets the people to control themselves. Because who eats Holy Bread without cleanness, discerning Lord's body calls upon him a judgement.
- The Holy Communion strengthens the faith of the Church members.

2. He is Jesus Christ the Savior.

3. To die of sins and resurrect for eternal life with Jesus.

4. You repent, confess your sins, control, examine yourself/selves, take account. The Holy Meal represents the body and the blood of Jesus the Savior.

5. Because we have sinned.

6. Jesus re-established the relationship between God and people when He died on the cross for our sins.

5.10 Additional activities

Remedial activities

Activities	Suggested answers
<p>A. Complete the statement with the right answers</p> <ol style="list-style-type: none"> Protestant churches celebrate two sacraments a)..... b) Jesus was baptized by The baptism of John Baptist was the baptism of There are two types of baptism: a) b). The initiator of the sacraments is 	<p>A.</p> <ol style="list-style-type: none"> a) Baptism b) Holy Communion John the Baptist Of repentance a) Immersion b) Submersion Jesus Christ.
<p>B. Answer in a short sentence</p> <ol style="list-style-type: none"> Explain to be born in Holy Spirit. What is baptism? What are the symbols or signs used in Holy Communion? Give the role of water for the Jews in Old Testament. What is importance of baptism in the Church for a Christian? (Give two) 	<p>B.</p> <ol style="list-style-type: none"> To get new life Baptism is an act that marks the beginning of one's Christian life. There are bread and wine. It was a sign of sanctification from defilement, pollution, dirtiness. Christian symbol showing one's spiritual life. It allows one to participate in Jesus' life. You left the old nature behind you.

Consolidation activity

- What is the relation between baptism and Holy Communion?
- Give any three effects of Holy Spirit.
- Why are these sacraments important in the Church?
- When is baptism celebrated?

5. State any three roles of water in our body.

Suggested answers

1. Baptism and Holy Communion are inseparable. Jesus instituted these sacraments. Jesus was baptized. Then after, he shared the supper with his disciples.
2. Self-examination, repentance, confession. Good fruits (love, joy, patience, gentleness, etc).
3. Because these sacraments are imperative: Jesus has recommended it. (Acts 2:38) its obedience towards God. It is the sign of love.
4. Baptism is celebrated generally on the great feast such as Easter, Pentecost, or another day laid by the church leaders.
5. Water maintain blood volume, protects tissues and joints, and assumes temperature regulation and keeps the body hydrated.

Extended activities

1. What does mean to be born of water and spirit?
2. How many Gospels are there? Name them.
3. Explain the baptism of water and spirit.
4. Compare (Holy Bread) Holy Supper to family.

Suggested answers

1. To get new life physically and spiritually.
2. There are four Gospels: Gospel according to Matthew, Gospel according to Mark, Gospel according to John, Gospel according to Luke.
3. It is a symbol of change, repentance.
It means that we are forgiven and receive new life in Jesus.
Baptism in water means we leave the old nature behind (sins) us and we join Jesus's life. It a sign of obedience.
The baptism in Holy Spirit means new life in Jesus.
4. Holy Bread is a sacrament instituted by Jesus. It is celebrated in order to remember the death of Jesus for us. When we partake to the Holy Meal, we are in Jesus and Jesus is in us. It strengthens the faith of Christians. It gathers the family of Christ. It is blessed by pastor/bishop.

However, Family supper is a daily meal taken to help people to survive. To take part does not need confession or repentance. It is taken in any place and any time.



Section 2
Islamic Religious Studies



UNIT 1

Submissiveness to Allah

1.1 Key unity competence

The learner will be able to be a close friend of God and reflect the values of integrity and honest in the society.

1.2 Prerequisite knowledge and skills

From three previous years learners have learnt on Islam. In different groups learners exchange their experience. Then after, teacher guide them in their presentation. Communication skills and they develop critical thinking, problem solving cooperation and interpersonal management.

1.3 Cross cutting issues to be addressed

In this unit cross-cutting issues are peace and values, genocide studies education, inclusive education and standardization culture

1.4 Introductory activity

The teacher welcomes the learners. He asks a question concerning submission to Allah.

He /she also distribute the materials.

- Muslims can be full obedient to Allah the Creator by following all his rules and avoiding all that made forbidden.

Learners observe the illustration and analyze it. Their learning accedes to activity.

- Islam literary is derived from the Arabic root “sa-li-ma” which means peace, purity, submission and obedience. In the religious sense, Islam means a full submission to the will of God and obedience to His law.

After learners’ presentation and the summary of lesson they proceed to application activity 1.1

- Among spiritual acts of submissiveness to Allah include: Faith, prayers, fast and good behavior.

1.5 Lessons of unit 1

#	Lesson title	Learning objectives, knowledge and understanding, skills, attitudes and values	Number of periods
1	The meaning of Islam.	<p>Learning objectives: Learner’s converts in groups discuss the meaning of Islam and the behavior necessary to be adopted in order to love Allah through their neighbors.</p> <p>Knowledge understanding: Define Islam and the conditions to be called Muslim.</p> <p>Skills: Differentiate Islam from Iman “Faith.” Assess the acts that dishonor the name of “Muslim”</p> <p>Attitudes and values: Self-engagement to worshipping Allah. Participate actively in the activities of Islamic life.</p>	2
2	The inclusiveness of Islam	<p>Learning objectives: Explain inclusiveness in Islam. Discuss the activities and behavior f Muslim in everyday life.</p> <p>Knowledge and understanding: Outline the benefits of Islam. Understand the way to convert to Islam</p> <p>Skills: Characterize Muslim and Kaafir. Understand the ways through which people convert to Islam.</p> <p>Attitude and values: Being model for others Muslims and to others. Appreciate the inclusiveness of Islam.</p>	2

#	Lesson title	Learning objectives, knowledge and understanding, skills, attitudes and values	Number of periods
3	Islam as the door to Paradise	<p>Learning activities: Discuss Islam as the door to paradise. Characterize Islam as salvation from Hellfire to paradise. Classify the spiritual and acts that testify the submissiveness to Allah.</p> <p>Knowledge and understanding: Outline the benefits of Islam</p> <p>Skills: Self engagement to worshipping Allah Participate to activities of Islamic life</p> <p>Attitudes and values: Appreciate the submissiveness to Allah. Evaluate the submission to Allah.</p>	
4	The meaning of Ihsan with examples in our life	<p>Learning activities: Group discussion of the meaning of Ihsan with fact example in our life.</p> <p>Knowledge and Understanding:.....</p> <p>Skills: Understand the meaning of Ihsan. Identify the acts justifying Ihsan</p> <p>Values and attitudes: Appreciate the acts that justify Ihsan in everyday life. </p>	2

#	Lesson title	Learning objectives, knowledge and understanding, skills, attitudes and values	Number of periods
5	Significance of Ikhlas	<p>Learning objectives: Discuss the significance of Ikhlaas (sincerity) through roleplay.</p> <p>Knowledge and understanding: Identify the acts of Ikhlaas.</p> <p>Skills: Identify the ways through which people manifest sincerity.</p> <p>Values and attitudes: Appreciate the acts of ikhlaas in everyday life, Islam and in the community.</p>	2

1.6 Guidance to the lesson

1.6.1 Meaning of Islam

a) Prerequisite/revision/introduction

l’Islam. Teacher organize the learners in different groups and help them to present what they know about l’Islam.

b) Teaching material resources and teaching aids

Possible teaching resources and materials are Qur’an, illustration, leaners books, teachers guide.

c) Learning activity 1.6.1

Teacher distributes materials,organizes the groups invites the lerners to discuss and answer the question on the learning activity.

He/she helps learner to provide the real meaning of Islam.

Answer to learning activity 1.1

Islam literary is derived from the Arabic root “sa-li-ma” which means peace, purity, submission and obedience. In the religious sense, Islam means a full submission to the will of God and obedience to His law.

Answer to application activity 1.1

Among spiritual acts of submissiveness to Allah include: Faith, prayers, fast and good behavior.

1.6.2 The inclusiveness of Islam

a) Prerequisiteness/revision/introduction

Teacher worms up the class by greetings. Reviews the previous lesson by oral questions.

b) Teaching material resources and teaching aids

Possible teaching resources and materials are Qur'an, illustration, learners books, teachers guide.

c) Learning activity 1.6.2

Teachers helps learners to form small groups where they discuss the inclusiveness of Islam through the learning activity 1.6.2 he guides their presentation.

Answer to learning activity 1.2

1. The inclusiveness of Islam is that fact that Islam is for all times and places. Regardless of whom a person may be or where he may be, Islam should be his religion and his way of life. The correct understanding of this point revolves around the perfection of the religion and the manner in which it is able to guide humankind during all eras.
2. The last prophet was sent to all mankind.

Answers to application activity 1.2

1. Islam laws talk about all aspects of life and they are addressed to all mankind and never updated because since the revelation of Qur'an they are being followed and nothing misses in.
2. The Qur'an verse 5:3 makes it clear that Islam is the religion to all mankind and it is complete for everything that people will need.

1.6.3 Islam as the door to Paradise

a) Prerequisites/revision/introduction

Learners have heard and listened of paradise in their daily life. The teacher asks, in brainstorming, what learners know about paradise.

b) Teaching material resources and teaching aids

Qur'an, hadiths (prophets traditions books) , learners book, Islamic theology illustration

c) Learning activity 1.6.3

In-group discussion, learners present paradise as the door to eternal paradise and Islam as true happiness and inner peace. Teacher guide their presentation.

Answer to learning activity 1.3

The verse Quran, 4:57 shows that Islam is the door to eternal Paradise because it states things which help people to inherit Paradise.

Answers to application activity1.3

1. Islamic tradition describes heaven as having eight doors or gates. Each door has a name that describes the types or characteristics of the people who will be admitted through it. The exact nature of these doors is unknown, but they were mentioned in the Quran and their names were given by the Prophet Muhammad (peace be upon him).
2. According to the Quran, paradise is a peaceful, lovely place, where injury and fatigue are not present and Muslims are never asked to leave. Muslims in paradise wear gold, pearls, diamonds, and garments made of the finest silk, and they recline on raised thrones. In Jannah, there is no pain, sorrow, or death—there is only joy, happiness, and pleasure.
3. Believing in Allah and doing good deeds like praying, fasting, helping needy people etc.

1.6.4 The meaning of Ihsan with examples in our life

a) Prerequisites/revision/introduction

The teacher reviews the previous lesson in pair. Learners exchange what they remember about it.

b) Teaching resources and teaching materials

Qur'an, hadiths (prophet traditions books), learners book, Islamic theology illustration

c) Learning activity

After receiving teaching materials, teacher groups learners and invites them to exploit the learning activity 1.4.

Answers to learning activity 1.4

Ihsan or `Ih san (favour) is an Arabic term which derived from the word Husn (beauty). Therefore doing favours to one another is considered beautiful in the eyes of Allah.

The application activity assesses whether learners have understood the meaning of Ihsan.

Answer to the application activity 1.4

1. Ihsan or `Ih san (favour) is an Arabic term which derived from the word Husn (beauty). Therefore doing favours to one another is considered beautiful in the eyes of Allah.

Ihsan refers also to “Perfection” or “Excellence” That definition comes from the Hadith of Gabriel in which Muhammad states, “[**Ihsan** is] to worship God as though you see Him, and if you cannot see Him, then indeed He sees you”. (Al-Bukhari and Al-Muslim).

2. Ihsan helps a true believer to be sure that Allah is seeing him/her in everything he/she says or does in his life, so she/he does good deeds that will lead her/him to paradise.

1.6.5 Significance of Ikhlāas (sincerity)

a) Prerequisites/revision/introduction

In pair, learners review what they learnt on Ihsan by oral questions

b) Teaching resources and teaching materials

Qur’an, hadiths (prophet traditions books), learners book, Islamic theology illustration

c) Learning activity

The teacher distributes teaching materials, organizes the learners in-group. Learners proceed to learning activity, answers the questions and perform presentation. Teacher helps learners to exchange the experience.

Answers to Learning activity 1.5

Ikhlās means “Sincerity” or “the purity” or “the refining” or isolation. Islamically it denotes purifying our motives and intentions to seek the pleasure of Allah.

It is purifying one’s deeds from all contamination by *polytheism*, in order to worship Allah in the correct way.

The application activity allows learners to understand the significance of Ikhlāas.

Answers to application activity 1.5

Doing righteous deeds: The more deeds we do, the easier they will become, the more close we will get to Allah and our hearts will become more sincere and pure.

Seeking knowledge: If we understand what we are doing and why, we can perform all actions in accordance with the *Islamic laws*. Doing so will make our hearts softer, more pure.

To check our intentions always: Imam Ahmad said that we should ask ourselves before performing an action, “Is this for the sake of Allah?”

1.7 Summary unit I

Unit One (Submissiveness to Allah) emphasizes on the meaning of Islam, The inclusiveness of Islam, Islam as the door to Paradise, the meaning of Ihsan with examples in our life and the significance of Ikhlas.

1.8 Additional Information

It is well known that the word Islam means submission, and the basic Islamic demand is that human beings submit themselves to God, and to no one else and nothing else. Human beings should struggle to defeat their weaknesses, control their urges, and gain mastery over themselves. Only by gaining mastery over the self can that self be meaningfully submitted to God. If the self is controlled or mastered by the ego, urges, fears, anxieties, desires, and whim, then attempting to submit this highly compromised self is not very meaningful, one cannot submit what he does not control in the first place.

1.9 End unit assessment 1

1. Islam literary is derived from the Arabic root “sa-li-ma” which means peace, purity, submission and obedience. In the religious sense, Islam means a full submission to the will of God and obedience to His law.
2. The inclusiveness of Islam is that fact that Islam is for all times and places. Regardless of whom a person may be or where he may be, Islam should be his religion and his way of life.
3. Islam laws talk about all aspects of life and they are addressed to all mankind and never updated because since the revelation of Qur’an they are being followed and nothing misses in.
4. Ihsan or `Ih san (favour) is an Arabic term which derived from the word Husn (beauty). Therefore doing favours to one another is considered beautiful in the eyes of Allah.

5. Ihsan refers also to “Perfection” or “Excellence” That definition comes from the Hadith of Gabriel in which Muhammad states, “[**Ihsan** is] to worship God as though you see Him, and if you cannot see Him, then indeed He sees you”. (Al-Bukhari and Al-Muslim).
6. Ikhlas means “Sincerity” or “the purity” or “the refining” or isolation. Islamically it denotes purifying our motives and intentions to seek the pleasure of Allah. It is purifying one’s deeds from all contamination by *polytheism*, in order to worship Allah in the correct way.

1.10 Additional activities

Remedial activity

Question: What is your religion?

Answer: My religion is Islam, which is submission and obedience to the Order of Allah and His Messenger with love, hope and fear.

Consolidation activity

Question: Who are the friends of Allah?

Answer: Those people are the friends of Allah who are pious and righteous, fear Him much abstain from all kinds of sins and perform all kinds of goods, and holdfast to the Qur`an and Sunnah.

Extended activity

Question: What does it mean to submit to Allah?

Answer: Muslims believe that there is only one God, and the Arabic word for God is Allah. A simple definition, or meaning, of Islam is to live in ‘submission’ to the will of Allah. In practice, this means that a Muslim must try to live their daily lives by showing faith in Allah.

UNIT 2

The grave sins in the Quran

2.1 Key unit competence

The learner will be able to be vigilant in aspects of life, be truthful be aware from kinds of deviations against the will of Allah.

2.2 Prerequisite knowledge and skills

From family education, teachings of initiation for children, lessons in the previous years and everyday's prayer, learners are informed about the grave sins. Ask then questions about deities and about sin of murdering, disobeying, lying and stealing.

2.3 Cross-cutting issues to be addressed

Address *peace and values* as learners identify the impacts of grave sins to the society.

Address *genocide studies* as learners identify the consequences of murdering to the society.

2.4 Guidance on the introductory activity

The teacher orders the individual thinking about ways to be aware of sins; to distinguish Haraam and Halaal with an example. Tell learners to pair and supplement one another. Invite pairs to share to the whole class what they find as consensus.

Answers to the questions of introductory activity 2

1. The ways a Muslim can be aware of sins are:
 - Obey the Quran teachings
 - Follow Prophets' traditions
 - To know them in order to be aware of them
 - To avoid bad peer pressure
 - Search advices for adult and responsible persons
 - Never frequent bars, night clubs...

The difference between Haraam and Halaal:

	Meaning	Example
Haraam	Any prohibited thing because it harms human life	The forbidden food and drinks, clothes...
Halaal	All things that are allowed to do.	Every important thing for human life and done in positive way.

2.5 List of lessons (including assessment)

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1	Worship other deities	<p>Knowledge and understanding: List the grave sins to be prevented from.</p> <p>Skills: Explain the Islamic laws (shariat) that prevent grave sins according to the Quran.</p> <p>Attitudes and Values: Avoid sins, be sincere to Allah.</p>	2
2	Murder and its consequences to the society	<p>Knowledge and understanding: Identify impacts of grave sins to the society.</p> <p>Skills: Prove that life is the main gift from Allah and protect it.</p> <p>Attitudes and Values: Suggest strong measures to respect life and protect all human rights then to love God through His creatures.</p>	2
3	The danger of disobeying parent	<p>Knowledge and understanding: Define the sin of disobeying.</p> <p>Skills: Identify the danger of disobeying parent.</p> <p>Attitudes and Values: Follow the guidance of Allah's messengers(SW).</p>	2
4	Lying and its impact to the society	<p>Knowledge and understanding: Define lying.</p> <p>Skills: Highlight the impacts of lying.</p> <p>Attitudes and Values: Be prudent and truthful.</p>	2

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
5	Stealing and its consequences to the society	<p>Knowledge and understanding: Recite ayaat that commend to live self-control and to respect the possession of others.</p> <p>Skills: Identify the impacts of stealing to the society.</p> <p>Attitudes and Values: Mobilise others to avoid sins.</p>	2
	Assessment	The learner will be able to be vigilant in aspects of life, be truthful be aware from kinds of deviations against the will of Allah.	2

2.6 Guidance on different lessons outlined above

2.6.1 Worship other deities

a) Prerequisites/Revision/Introduction

Check the learners' prerequisites by asking oral questions about different deities prohibited to be worshipped by Muslim

b) Teaching resources

The Quran, learners' exercise notebooks, book of Social studies and Religion P5 are important to teach and learn this lesson

c) Learning activities

Form the learners' inclusive groups. Learners discuss and exploit the books about the forbidden worship of deities in Muslim' life. They write in their exercise notebooks and they present their findings.

Answers to the learning activity 2.1

Four deities worshipped apart from Allah can be: A cow, a woman, a snake, an onion etc

Answers to the application activity 2.1

1. Worshipping other deities apart from Allah is a greater because Allah ordered us to worship Him alone and promised punishment for those who worship others. Allah says: *Verily, whosoever sets up partners in worship with Allah, then Allah has forbidden Paradise for him, and the Fire will be his abode. And for the polytheists and wrongdoers, there are no helpers*" [Qur'an 5:72]

2. People worship other things apart from Allah because they believe in them and believe that they are able to help them in their life.

2.6.2 Murder and its consequences to the society

a) Prerequisites/Revision/Introduction

An introduction can be used by telling short story about impacts of genocide against Tutsi in Rwanda. Learner will understand that murdering is a more dangerous sin against human life.

b) Teaching resources

The Quran, book of Social studies and Religion P5 and learners' hand notebooks are helpful.

c) Learning activities

Group learners and tell them to advise all those people who kill the innocent neighbours. Each group secretary moves from his/her group to other groups to explain the advices identified by his/her group. The class thereafter summarises the findings.

Answers to the learning activity 2

Advices to someone who kills the innocent neighbours [AYATs from THE QURAN]:

- The Quran protects human life
- The right to life is inviolability
- Human being is a part of environment, protect it
- Murdering always leads to the loss
- There is no reason to kill someone willingly
- Never do for others what you do not wish being done to you
- Never make you losing the paradise by murdering innocent people
- People should prevent themselves from Allah's punishment

Answers to the application activity2.1

- The Killer will be punished by Allah
- The Killer can be taken to prison or other punishments, and his/her family members begin to suffer
- Murder creates enmity in the society.
- People can kill themselves because of one person.

2.6.3 The danger of disobeying parent

a) Prerequisites/Revision/Introduction

Make an introduction by asking questions about the rights and responsibilities of children. Guide and orient the learner's answers in context of the lesson of the day.

b) Teaching resources

The Quran, Students' books have to be used in this lesson

c) Learning activities

The learners read the Quran about duties of children. In their respective groups they comment what they have just read and thereafter they present their work.

Answers to the learning activity 2.3

The duties of children to parents include:

- Obedience to parents' advices and instructions
- Humility and gratitude to them
- Assist parents in domestic tasks
- Caring them when they reach the advanced age
- Be responsible and committed at home like at school

Answers to the application activity 2.3

1. We should obey our parents because Allah ordered us to. Our parents suffer a lot because of us and whoever disobeys them will be punished by Allah.
2. The advice to them is that disobeying Allah is among great sins that will lead people to hellfire, so they have to stop disobeying Allah.

2.6.4 Lying and its impacts to the society

a) Prerequisites/Revision/Introduction

Make an introduction by asking questions on bad behaviours that should be avoided by children wherever they are.

b) Teaching resources

The school library, the Quran, learners' exercise notebooks and book of Social studies and Religion P5 are helpful

c) Learning activities

Learners visit the library to look for information about the danger of telling lie. They

read the Quran to see the Islamic position on telling the lies. They present the findings to the whole class.

Answers to the learning activity 2.4

1. No, Islam does not allow telling lies.
2. Telling lies can be the root of many problems to the society such as conflicts, war, fighting, and death. The lie leads the society to backslide.

Answers to the application activity 2.4

1. For the reason of uniting a broken family or to save an innocent's life, the lie can be accepted.
2. Truthfulness is commanded by Allah as a part of faith and is an indispensable quality of the believers. The truth leads people to being trusted.

2.6.5 Stealing and its consequences to the society

a) Prerequisites/Revision/Introduction

To introduce this lesson the teacher can apply the used introduction to the previous lesson (Lesson 2.6.4). Among bad behaviours to avoid, learners will express stealing.

b) Teaching resources

The Quran, learners' exercise notebooks, book of Social studies and Religion P5 are important to teach and learn this lesson

c) Learning activities

The organised learners, in their creativity perform a sketch on the consequences of stealing to the society. They read the Quran in order they find out the punishment to the sin of stealing.

Answers to the learning activity 2.5

1. Sharia states that the punishment of a thief is to cut them their right hand.
2. The consequences of stealing to the society are many but among others we can say loss of people's properties, conflicts and society backslide.

Answers to the application activity 2.5

It is because stealing makes people lose their property. The evidence that stealing is a heinous act is because Allah has cursed a thief.

The Prophet (peace be upon him) said: "*Allaah has cursed the thief.*"

2.7 Summary of the unit

The unit two (the grave sins in the Quran) emphasizes on worship other deities, murder and its consequences to the society, The danger of disobeying parent, lying and its impact to the society, stealing and its consequences to the society

2.8 Additional Information

You may need also to tell learners these seven ways of avoiding sins.

i. Know your enemy

The most important strategy in warfare is to know the enemy. The more you know about your enemy the easier it makes your battle. Likewise, life is a battle against shaytan- The enemy of our souls- We need to study about him and his tactics he uses to lead people astray.

ii. Always look to Allah for help

Allah wants to help you and He is always with you. As Muslims we have direct access to Allah. When you wake up in the morning everyday ask Allah to protect you from evil temptations of this world. Make a habit to confess your sins and ask Allah for forgiveness before you go to bed.

iii. Spend time with Allah

A daily relationship with Allah is the basic principle to control our self from sins. Spend some time reading the Quran and indulging in Zikr. Make it a habit. It will help you to stay focused on Allah in your daily activities.

iv. Avoid sinful situations

A Muslim would be very careful to avoid sins and to avoid situations that are likely to cause sin. Sins often comes searching for you, so if you find yourself in a certain situation that you are more likely to fall in sin; it's the time for you to walk away from that place.

v. Know the consequences

Sin is a wall that separates us from Allah and it can enslave us and destroy our whole life. Countless lives have been ruined today because of pursuing things that Allah has forbidden. Remember that Allah has blessed with us with a healthy body and a sound mind, as a result being ungrateful for his gifts will draw severe punishments.

vi. Fill your mind with Allah

Thinking about something often can bring it to life; therefore avoid thinking about things that would arise evil temptations in your mind. Try to fill your mind with the remembrance of Allah.

vii. Repent immediately when you fail

If you fail and fall into sin, repent immediately. You should regret it and be determined never to indulge in any sinful behavior in the future.

2.9 End unit assessment

Answers to the end unit assessment 2.6

1. Some of the great sins to avoid are:
 - worshipping others deities apart from Allah
 - disobeying parents
 - killing
 - stealing
2. Worshipping other deities apart from Allah can be a greater sin because all prayers and worships must be oriented to Allah alone.
3. Murder leads to insecurity in the society. Murder makes the society lose productive members of the society.
4. My advice to disobedient children is that they have to stop disobedient and be good children. Disobedience is a sin.
5. Truthfulness is commanded by Allah as a part of faith and is an indispensable quality of the believers. The truth leads people to being trusted.

2.10 Additional activities

Remedial Activities

What sins in Islam are unforgivable?

Answer: Within Islam, **shirk** is an unforgivable crime if it remains unpardoned before death: Allah may forgive any sin if one dies in that state except for committing **shirk**.

Consolidation activities

State other great sins apart from what we have studied

Answer:

- Despair of Allah's mercy.
- Zina (adultery)
- Consumption of alcohol % other intoxicants.
- Gambling.
- Backbiting (saying bad things about a person who is not there)

Extended activities

Is drinking a sin in Islam?

Answer: In **Islam**, consumption of any intoxicants (khamr, specifically, alcoholic beverages) is generally forbidden in the Qur'an through several separate verses revealed at different times over a period of years. At first, it was forbidden for Muslims to attend prayers while intoxicated.

UNIT 3

Pillars of Islamic Religion

3.1 Key unity competence

The learner will be able to perform Swalat, to help the poor, to praise Allah and ask peace and blessings for Muhammad.

3.2 Prerequisite knowledge and skills

From the previous years and lessons, learners have heard and learnt pillars of Islam. In different groups, learners exchange their experience. Then after, teacher guide them in their presentation. They develop critical thinking, communication skills, problem solving, cooperation and interpersonal management.

3.3 Cross cutting issues to be addressed

Peace and values, genocide studies education, inclusive education and standardization culture.

3.4 Introductory activity

The teacher welcomes the learners. He/she asks learners to answer questions concerning pillars of Islam.

3.5 Lessons of unit 3

#	Lesson title	Learning objectives, knowledge and understanding, skills, attitudes and values	Number of periods
1	Three first Islamic pillars	<p>Learning objectives: Watch video on swalat. Make comment on video already seen.</p> <p>Knowledge understanding: Describe the parts of shhaadat. State and mean the time of swalat. State the funeral prayers and burial rules in Islam.</p> <p>Skills: Perform Swalat and pay religious charity in order to help poor and persons in need.</p> <p>Attitudes and values: Be honest to the shahaadat. Respect the time of Swalat.</p>	2

#	Lesson title	Learning objectives, knowledge and understanding, skills, attitudes and values	Number of periods
2	Zakat	<p>Learning objectives: Share the knowledge on the recipients of Zakaat (debate). Draw cartoon that show zakaat and Sadaka payments and their importance.</p> <p>Knowledge and understanding: Identify the recipient of Zakaat. Discuss about why zakat is obligatory in Islam.</p> <p>Skills: Relate zakat with Swalat. Differentiate between the compulsory charity (zakat) and voluntary charity (sadaka).</p> <p>Values and attitudes: To offer Zakaat. To attach importance to zakat.</p>	2
3	Sadaka	<p>Learning activities: Draw cartoon that show sadakapayments. Define sadaka. Discuss the importance of sadaka.</p> <p>Knowledge and understanding: Identify importance of sadaka.</p> <p>Skills: Differentiate between the compulsory charity (zakat) and voluntary charity (sadaka).</p> <p>Attitudes and values: To help the needy by giving sadaka. To appreciate the importance of sadaka.</p>	2

3.6 Guidance to lessons unit 3

3.6.1 Three first Islamic pillars

a) Prerequisite/revision/introduction

Teacher organizes the learners in different groups and helps them to present what they know about Islamic pillars.

b) Teaching material resources and teaching aids

Possible teaching resources and materials are Qur'an, illustration, learners books, hadiths (prophet traditions books), Islamic theology illustration, Video showing swalat.

c) Learning activity 3.1

Teacher distributes materials, organizes the groups, invites the learners to discuss and answer the question on the learning activity 3.1.

Answer to the learning activity 3.1

- Shahaadat
- Swalat
- zakat
- Swaw
- and Haji

After learners' presentation and the summary of lesson, they proceed to application activity 3.1

Answers to the application activity 3.1

1. Muslims pray five times daily.
2. Prayers help those who pray to focus on good deeds and avoid bad deeds.
3. When Muslims die, others have to wash them then shroud the deceased in a Kafan (a white burial cloth). After that, there is funeral prayer before burying him or her.

3.6.2 Zakat

a) Prerequisites/revision/introduction

- In pair learners review what they have got in the previous lesson.
- Teacher distributes the learning materials, gives instructions to the learning activity 3.6.2.

b) Teaching resources and teaching materials

Quranillustration, learners books, hadiths (prophet traditions books), Islamic theology illustration, Video.

c) Learning activity

Teacher invites learners to observe illustration, discuss and answer the question on the learning activity.

Answers to the learning activity 3.2

Zakat is the compulsory giving of a set proportion of one's wealth to charity. It is regarded as a type of worship and of self-purification.

Application activity emphasizes deep understanding.

Answers to the application activity 3.2

1. We should help people to enable them and to thank Allah for He has given us. It is also Allah's command to give needy people.
2. The benefits of Zakat, apart from helping the poor, are as follows:
 - Obeying God
 - Helping a person acknowledge that everything comes from God on loan and that we do not really own anything ourselves
 - Acknowledging that whether we are rich or poor is God's choice
 - Learning self-discipline
 - Freeing oneself from the love of possessions and greed
 - Freeing oneself from the love of money
 - Freeing oneself from love of oneself
 - Behaving honestly

3.6.3 Sadaka

a) Prerequisites/revision/introduction

By oral questions, learners answers the questions referring to the previous lesson. Zakat and its importance.

b) Teaching resources and teaching materials

Quran, (illustration textbook), learners books, hadiths (prophet traditions books), Islamic theology illustration.

c) Learning activity 3.3

Teacher helps learners to form group. Learners observe the illustration in their textbooks. They discuss on activity 3.3 and the teacher guides their presentation.

Answers to the learning activity 3.3

'Sadaqa or Sadaka' literally means 'righteousness' and refers to the voluntary giving of alms or charity. But in Islamic terminology; Sadaqa has been defined as an act of "Giving something to somebody without seeking a substitute in return and with the

intention of pleasing Allah.” Meanwhile, Sadaqa is what the person gives from what he possesses, like Zakat, hoping to get closer to Allah.

Answer the application activity 3.3

1. Learners will give different answers, listen to each of them.
2. There are social and spiritual benefits of giving Sadaka.

Social contribution

- It enhances the well-being of the people in Islamic society.
- It helps in fulfilling the requirement of the poor Muslims.
- It lightens the debt of the Muslim debtors.
- It helps in taking care of those whose hearts have been (recently) reconciled (to the Truth).
- It helps the stranded Muslims to complete their journey.
- It helps in the healing of various Sicknesses (according to the prophet Muhammad peace be upon him).

Spiritual effects

- It purifies human’s heart from the sins of greed, and the obsessive love of wealth.
- It removes bad luck.
- It guarantees heaven.

3.7 Summary of the unit

Unit three (pillars of islamic faith) emphasizes on shahada, Zakat and Sadaka and their importance.

3.8 Additional information

The following are the five pillars of Islam in detail

i. Shahadah: The Declaration of Faith

The Shahadah is a beautiful, profound, yet simple statement which brings one into Islam. All the person has to say is: “La ilaha illa Allah, Muhammad rasulAllah.” “I bear witness that there is no deity worthy of worship but God, and I bear witness that Muhammad is the Messenger of God.”

These few words in themselves are very powerful and sometimes we don’t realize that. We think about all the details in Islam, all of the sayings of the Prophet (pbuh), and many times we forget the Quran. Sometimes we become concerned about legal rulings and we forget that “La ilaha illa Allah Muhammad rasul Allah” is really the foundation of everything. It is an absolute commitment

to worship nothing other than Allah and to put all of one's reliance on Allah, and to follow the Prophet (pbuh) as His Messenger, who was sent to mankind to embody the divine message just as other Prophets before Him.

ii. Establishing Prayer

The second pillar of Islam, after the declaration of faith, is the establishment of prayer. It is very interesting terminology that is used in "the establishment of prayer." The verb used in Arabic implies effort. The verb is "to establish," as if one is making something stand. Essentially you are making something stand, so you are making your prayer stand, you are making the prayer happen; you are pushing it to a curve, you are sticking with it, and you are leaning upon it. It is also a foundation for your relationship with Allah.

It is important that we make the effort and we put forth the proper means in order to pray our prayers on time. One of the easiest effort is to make the intention to always make the prayers at the beginning of their time.

iii. Paying the Zakaah (Obligatory Charity)

The third pillar of Islam is foundational. Allah (swt) describes the believers in Surah Al-Mu'minun as those who observe and establish the institution of Zakaah in society:

"And they who are observant of Zakah." (The Quran 23:4)

Allah has made it obligatory on the Muslims to pay a certain percentage, 2.5%, in Zakaah when their wealth exceeds a minimum amount and a year has passed since that amount has been accumulated. It could be gold, silver, or any sort of wealth.

iv. Fasting the Month of Ramadan

"Oh you who believe, fasting is prescribed upon you, as it was prescribed to those before you, that you may attain God-consciousness (taqwa)" (The Quran 2:183)

v. Making Pilgrimage to the House of Allah (Hajj)

Hajj is to make pilgrimage to the house of Allah, the Kabah, in Mecca to perform the traditional rights that were performed by the Prophet (sas). Hajj is one of the most beautiful human experiences and one of the greatest migrations on earth. It is absolutely incredible to experience the unity of millions of Muslims making pilgrimage to the Kaaba from every corner of the world.

3.9 End unit assessment

Answer to the end unit assessment 3.4

1. The following are what every Muslim must put into actions
 - Shahaadat

- Swalat
 - zakat
 - Swaw
 - Haji
2. They are important because they are pillars of Islam to be followed. Once one ignores them, they are no longer Muslims.
 3. Muslims are ordered 5 prayers per day. Those prayers are:
 - Fajr – the dawn **prayer**. It is two rakat Salat.
 - Dhuhr – the early afternoon **prayer**. It is four rakat Salat.
 - Asr – the late afternoon **prayer**. It is four rakat Salat.
 - Maghrib – the sunset **prayer**. It is three rakat Salat.
 - Isha'a – the night **prayer**.
 4. When Muslims die, others have to wash them then shroud the deceased in a Kafan (a white burial cloth). After that, there is funeral prayer before burying him or her

3.10 Additional activity

Remedial activities

What are the pillars of Islam?

Answer:

1. Testimony of Faith (There is no true God except Allah and Muhammad is the Messenger of Allah)
2. To establish Salat (prayers).
3. To pay Zakat.
4. To observe Saum (fasting) in Ramadan.
5. Hajj (pilgrimage to the Sacred House) if one can afford the journey.

Consolidation activities

Choose the right answer

How many times should a Muslim perform pilgrimage (Hajj) in his/her life?

1. It is mandatory to perform once in a lifetime, if they have enough provisions
2. It is mandatory to perform twice in a lifetime
3. It is not mandatory at all for Muslims to perform pilgrimage
4. It is mandatory for Muslims to perform at least five times

The first answer is the right one.

Extended activities

What is the first pillar of Islam?

Answer: In a well-known hadith, Muhammad defines Islam as witnessing that there is no god but God and that Muhammad is God's messenger, giving of alms (**zakat**), performing the ritual prayer, fasting during the month of Ramadan, and making a pilgrimage to the Kaaba: the Five Pillars of Islam are inherent in this declaration of faith.

UNIT 4

Expansion of Islam

4.1 Key unit competence

The learner will be able to manage and solve conflict, drawing from the past to develop the present and future of Islamic life.

4.2 Prerequisite knowledge and skills, attitudes and values

For the success of this unit, pupils should have the prior knowledge about expansion of Islam, basic notions on oppression and hardships of the first Muslim community in Makkah, finality of prophethood of Muhammad (peace be upon him), arrival and expansion of Islam in Rwanda and the establishment of A.MU.R (Association des Musulmans au Rwanda) known nowadays as R.M.C (Rwanda Muslim Community). The teacher should value the learners' answers and orient them in the way that they understand deeply throughout activities. Thus, learners are the important actors in content elaboration.

4.3 Cross-cutting issues to be addressed

Peace and values education is interested in order to develop understanding about how to behave when we are oppressed through faith.

Standardization culture is necessary in terms of trading and meeting with different people of different cultures for example when they preached the Islamic faith at the first times in Makkah and in Rwanda

4.4 Guidance on the introductory activity

Ask to learners about basic elements of fundamental beliefs of different religions in general. After that, you will ask them to give the pillars of Islam and their contribution in expansion of Islam in the world (especially in in Makkah and in Rwanda) by considering that some difficulties will be possible in that mission.

Thereafter learners will go in library to explore the small textbooks on biography of Muhammad's disciples and learners will discuss about how Islam expanded in the world and how it arrived in Rwanda. The learners present the result from what they shared on Islamic history. Learners visit some A.MU.R's achievements in their areas.

4.5 List of lessons (including assessment)

#	Lesson title	Learning objectives (from the syllabus including knowledge and understanding, skills, attitudes and values):	Number of periods
1	Oppression and hardships of the first Muslim community in Makkah	<p>Knowledge and understanding: Identify oppressions and hardship faced by first Muslim Community in Makkah.</p> <p>Skills: Explain the challenges faced Muslims in Makkah.</p> <p>Attitudes and values: Be patient in facing life challenges and tolerance with oppressors.</p>	2
2	Finality of prophethood of Muhammad (peace be upon him)	<p>Knowledge and understanding: Give the causes of immigration of Muhammad from Makkah towards Madina.</p> <p>Skills: Explain the causes of Muslim migration from Makka to A' Habasha and Madina</p> <p>Attitudes and values: Be devoted to the Muhammad's message.</p>	2
3	Arrival and Expansion of Islam in Rwanda	<p>Knowledge and understanding: Highlight the expansion of Islam. around the world. Recount how Islam came in Rwanda.</p> <p>Skills: Explain the first times of Islam in the world. Propose and apply the strategies to spread the message of Allah to everybody</p> <p>Attitudes and values: Involve in Islamic expansion and its development. Perform the appropriate Dawat to neighbours.</p>	3
4	Assessment		

4.6 Guidance on different lessons outlined above (see the structure of a lesson)

Lesson 4.1 Oppression and hardships of the first Muslim community in Makkah

a) Prerequisites/Revision/Introduction:

Introduce this lesson by asking them different questions: If someone brings the new belief or faith in a given society, how is he received? What are the difficulties does he face?

b) Teaching resources

Picture and Quran

c) Learning activities

In groups, ask learners to observe and describe the picture on the learning activity 4.1 in the student book. Give them time to respond to the questions and exchange their knowledge from description. After that, ask them to discuss about the difficulties faced by the followers of the Prophet (saw) in Makkah? They write on their notebooks the findings and they present them.

Answers to the learning activity 4.1

Difficulties faced by the followers of the Prophet (saw) in Makkah:

a lot of pressure was put on first Muslims in order to force them out of Islam, they were many attempts to kill the companions; some of these attempts were successful, an attempt to distort the prophet's message, Quraysh accused Muhammad (peace be upon him) of being a poet, a priest, a liar, a mad man, and a spy so that those listening to him would get confused and leave him.

Answers for the Application Activity 4.1

The Prophet Muhammad (peace be upon him) and his followers were oppressed because of their new teachings that expressed the faith of Muslims (faith in Allah).

Lesson 4.2 Finality of prophethood of Muhammad (peace be upon him)

a) Prerequisites/Revision/Introduction

You should ask some questions related to the prophets and their mission in general: Ask learners to give other examples of prophets that they know and thereafter, ask them to give the roles of prophets to the community.

b) Teaching resources

Picture and Quran

c) Learning activities

Introduce this lesson by asking them to observe the picture and to talk about the prophet Muhammad (peace be upon him) in general. After that, put them in groups and they discuss about the message of Prophet Muhammad (peace be upon him) in Makkah. After that, they present their findings.

Answers to the learning activity 4.2

Yes, the last prophet is the prophet Muhammad (peace be upon him).

Answers for the Application Activity 4.2

1. Muhammad (pbuh) was sent to all mankind and Jinns.
2. No, Muslims must believe in all prophets and messengers of Allah because it is among the pillars of Islamic faith.

Lesson 4.3 Arrival and Expansion of Islam in Rwanda

a) Prerequisites/Revision/Introduction

Introduce this lesson by asking learners with their colleagues to talk about Arrival and Expansion of different religions in Rwanda (which religion, when, by who). After the teacher orients the learners to discover the title of the lesson.

b) Teaching resources

Picture and Quran

c) Learning activities

In small groups, the learners observe and describe the picture. Then after, ask to learners why they appreciate the Arrival and Expansion of Islam in Rwanda and to talk about that they know about the contribution of the mission of A.MU.R (Association des Musulmans au Rwanda) known nowadays as R.M.C (Rwanda Muslim Community) in Rwanda to Rwandan society.

Answers to the learning activity 4.3

Islam was first introduced into Rwanda by Muslim traders from the East Coast of Africa in the 18th century.

Answers for the application activity 4.3

1. The pressure was put on first Muslims in order to force them out of Islam and they killed them
2. The factors are: the coming of Europeans to Rwanda with their Clerks and administrative assistants, Muslims traders and transporters travelled a lot and made a number of relationships, looking, at Muslims lifestyle, Muslims had a bit advances utensils, clothes and other things compared to what Locals had, looking also to Muslims social and economical security, people converted to Islam.

4.7 Summary of the unit

The teacher has to ask learners the questions for each lesson and their answers must form the synthesis of the unit.

4.8 Additional Information

The teacher has to give some information about the causes of first Muslim Immigration from Makkah to the land of AL'HABASHA and the relationship between migrants from Makkah and the people of Madina (Muhaajiriina and answaar).

4.9 End unit assessment

1. Muhammad (pbuh) was sent to all mankind and Jinns.
2. The people of Makkah were hard core worshippers of idols.
3. The factors are: the coming of Europeans to Rwanda with their Clerks and administrative assistants, Muslims traders and transporters travelled a lot and made a number of relationships, looking, at Muslims lifestyle, Muslims had a bit advances utensils, clothes and other things compared to what Locals had, looking also to Muslims social and economical security, people converted to Islam.

4.10 Additional activities

Remedial Activities

Question: Do you know the last prophet of Islam?

Answer: Yes, the last prophet is the prophet Muhammad (peace be upon him).

Consolidation activities

Question: To which people do you think the prophet Muhammad was sent?

Answer: Muhammad (pbuh) was sent to all mankind and Jinns.

Extended activities

Question: Are Muslims allowed to make distinctions among prophets and Messengers?

Answer: No, Muslims must believe in all prophets and messengers of Allah because it is among the pillars of Islamic faith.

UNIT 5

Halaal and Haraam (Recommended and Prohibited acts)

5.1 Key unit competence

The learner will be able to live an integral life and to Obey Allah and neighbours.

5.2 Prerequisite (knowledge, skills, attitudes and values)

The learners have prior knowledge about the nutrition and health: the importance of eating good food diet and consequences of unhealthy food and drinks, etc. This information will help them understand why God prohibits some food and drinks.

5.3 Cross-cutting issues to be addressed

- **Inclusive Education:** This will be addressed as the teacher facilitates learners to explore the diet that is appropriate for people with specific health issues and conditions. e.g. sick people; food for the morning, evening, feast, etc.
- **Gender:** The teacher will emphasize the fact that laws regarding food and drinks are common for both male and female. Both are supposed to observe them for a healthy life.
- **Environment and sustainability:** This cross-cutting issue will be addressed as learners discuss the consequences of unlawful behavior and practices on the environment.

5.4 Guidance on the introductory activity

The teacher asks learners in small groups to give the difference between Halaal and Haraam in Islam. S/he facilitates them to find as many as possible examples; explain why some acts are accepted while others are forbidden.

Possible answers for introductory activity 5

In Islam, some acts are lawful while others are prohibited. The prohibition of some food and drinks aims at promoting a healthy life of people. Some food may cause diseases. For instance, eating the dead animal can cause severe health issues: transmissible diseases, bacteria, parasites, etc. Slaughtering an animal must be done in a lawful way. Taking alcoholic drinking and drugs may affect human life.

5.5 List of lessons (including assessment)

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1	Halaal food and drinks	Knowledge: List Guidelines and principles of unlawful food and drinks. Skills: Explain the importance of lawful food and the consequences of forbidden food and drinks. Attitudes: Never eat forbidden food.	2
2	Prohibited food and drinks	Knowledge: List forbidden food and drinks. Skills: Explain the importance of lawful food and the consequences of forbidden food and drinks. Attitudes: Avoid alcohols and other unlawful practices.	2
3	Alcohol consumption from Islamic perspectives	Knowledge: Enumerate the dangers of alcoholic drinks and drugs Skills: Prevent forbidden food and drinks. Attitudes: Advise neighbours on good behaviours.	2

5.6 Guidance on different lessons outlined above (see the structure of the lesson)

Lesson 5.1 Halaal food and drinks

a) Prerequisites/Revision/Introduction

The notion of halaal and haram have been presented in the introductory activity so that learners have a clear understanding. The teacher may underline the acts related to food and drinks and sort out those that are lawful versus unlawful.

b) Teaching resources

Surahs and ayahs from the Qur'an related lawful and unlawful food or drink (halaal and haraam). Images of halaal food and drinks.

c) Learning activity

Answers for the learning activity 5.1

The teacher facilitates learners to observe the image and ask them to explain what

they understand by halaal and haraam acts. As they discuss, the teacher asks them to find out permitted food in Islam and give reasons why Allah did forbid some food.

Answers for the application activity 5.1

The teacher brings the print out copies of questions or write them in advance on flipchart. Learners may work in small groups to encourage peer learning. The teachers facilitate in addressing the mistakes.

1. Allah appointed everything for each purpose, the proper food for eating. Lawful food is the only to be eaten as far as God has predestined. It is important to be thankful to Allah as He has provided food for life.
2. Answers to question 2
 - When it is not killed in an Islamic way
 - A dead animal
 - An animal slaughtered for sacrifice to deities
3. Answer to question 3
 - Strangled to death
 - Beaten to death
4. In case there are no other alternatives to save life.

Lesson 5.2 Prohibited food and drinks

a) Prerequisites/Revision/Introduction

Learners have knowledge about the lawful and unlawful practices in Islam. From this information they will deepen their understanding the reasons why Allah prevents some food and drinks. The teacher will specificity those food/drink items so that learners discuss their consequences.

b) Teaching resources

Surahs and ayahs from the Qur'an related lawful and unlawful food or drink (halaal and haraam). Images of haraam food and drinks.

c) Learning activity

Answers for the learning activity 5.2

Learners observe the image of unlawful food and drink and explain why Allah did forbid people to consume them.

Answers for the learning application activity 5.2

1. **Food:** Muslims are not to eat a halaal animal when it was not well slaughtered, a dead animal; an animal slaughtered for sacrifice.

Drinks: alcoholic drink

2. Some food and drinks have negative consequences to the health and society

Lesson 5.3 Alcohol consumption from Islamic perspectives

a) Prerequisites/Revision/Introduction

Learners have the prior knowledge about the lawful and unlawful (halaal and haraam) in Islam. The teacher facilitates them to sort those related to drink consumption. Then, in small groups learners discuss types and consequences of alcoholic consumption and drug abuse.

b) Teaching resources

Surahs and ayahs from the Qur'an related lawful and unlawful food or drink (halaal and haraam). Images of haraam drinks.

c) Learning activity

Answers for the learning activity 5.3

Learners observe the images related to lawful and unlawful drinks. The teacher asks them to discuss why Allah forbids some drinks. Thereafter, learners extend their discussion on effects of alcohol consumption on health, family and the society.

Answers for the application activity 5.3

The teacher assigns learners to investigate the consequences of alcohol and intoxicants on the families. Learners may give views and experiences of alcoholic consumption and drug abuse. Afterward, they take the question as homework so that they can expand their analysis and understanding.

1. Social problems, financial troubles, fights, dependence, dispute, violence, dependence, etc.

5.7 Summary of the unit

The teacher lead learners to sum up the unit by highlighting the lessons learnt from thoroughly. Learners work in small groups and present in plenary. Highlight the key values and practices to be maintained.

5.8 Additional Information

The teacher will find additional verses and surat from the Qur'an about lawful and food and drinks and interdictions.

5.9 End Unit Assessment

1. Give the meaning of Halaal and Haraam.

Answer: Halaal refers to lawful, accepted acts or while haraam means forbidden or unlawful.

2. Which of the animals are eaten by Muslims?

Answer: All animals apart from forbidden ones; e.g. cows, goat, sheep.

3. Are animals without hooves recommended to eat in Islam?

Answer: No, they are not allowed.

4. Name four animals which are not eaten by Muslims

Answer: Pig, rat, lion, cat

5. What are the dangers of being a drunkard?

Answer: dizziness, loss of coordination, diarrhea, vomiting, lack of judgment, or even passing out.

6. Give three examples of intoxicants

Answer: alcohol, Narcotics, Heroin, cocaine

5.10 Additional activities

Remedial Activities

Slow learners will be given simple questions. e.g. Naming prohibited animals, lawful food, etc.

Consolidation activities

Learners will have deep information about slaughtering animals.

Extended activities

Extend the knowledge about the diet issues, healthy and unhealthy food, lawful and unlawful food as well as the consequences of alcoholism and drugs on health.

