

# **Initial Primary Teacher Education**

## **Religious studies**

### **Module 1**



**Malawi Institute of Education**



# **Initial Primary Teacher Education**

## **Religious studies**

### **Module 1**

**Malawi Institute of Education**

**Prepared and published by**

Malawi Institute of Education  
PO Box 50  
Domasi Malawi

email: [miedirector@sdpn.org.mw](mailto:miedirector@sdpn.org.mw)  
website: [www.mie.edu.mw](http://www.mie.edu.mw)

© Malawi Institute of Education 2017

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without the permission of the copyright owner.

First edition 2017

## **Foreword**

Education is the lifeblood of the nation. It is a prerequisite for individual, community and national development. Education prepares learners to play their roles effectively to promote and sustain a country's socio-economic development. Parents or guardians desire that their children develop into adults with sound minds and healthy bodies through the acquisition of appropriate knowledge, skills and desirable attitudes to enable them to live productive and happy lives.

Education should, therefore, help learners to develop high standards of conduct, attitudes, judgment and a sense of responsibility. Student teachers have to be well prepared in order to be able to take this responsibility of teaching children effectively.

The provision of quality education is based on many factors and a good quality of teachers is one of them. Teachers play a central role because they are the key source of knowledge, responsible for facilitating the learning process and act as role models for the learners.

The function of initial teacher education in Malawi is to prepare student teachers in their aspiration of becoming teachers of high quality. This is achieved by helping the student teachers to acquire the right knowledge, skills and competences to enable them to effectively teach children. In view of this, the Initial Primary Teacher Education curriculum has been reviewed to ensure that student teachers who graduate from this programme are well trained and prepared for their profession.

The process and implementation of this review has been guided by the Teacher Education Philosophy which states as follows:

‘To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners’ diversity.’

It is therefore hoped that Teacher Training Colleges will find this curriculum effective in helping the student teachers to build a solid foundation in their teaching profession.

Executive Director  
**Malawi Institute of Education**

## Acknowledgements

The Ministry of Education, Science and Technology and the Malawi Institute of Education would like to thank all people who participated in various activities, stages and levels in the development of this module.

Special thanks go to the Director of the Directorate of Inspectorate and Advisory Services (DIAS), Mr Raphael Agabu and his staff, the Executive Director of Malawi Institute of Education, Dr William Susuwele-Banda and his staff, Coordinator of the Initial Primary Teacher Education (IPTE) review process, Dr Ezekiel Kachisa and his team (Mr Edward G Mtonga and Ms Catrin Anderer) for coordinating the process of developing the module.

The Ministry of Education, Science and Technology and the Institute would also like to thank Messers Naireti Molande, Joel Kanjunjunju, Mercy Chiwenga-Chisale, Joseph Mwatsika, Lawrence Masina, Jimmy Henry Kholowa and Sheikh Bamusi for reviewing the module.

The Ministry of Education, Science and Technology acknowledges technical and financial support which was generously provided by German Technical Cooperation (GIZ), United Nations Children's Fund (UNICEF), Food and Agriculture Organisation (FAO) and Open Society Foundation (OSF).

### Production team

Editing	Max J Iphani
Graphic Designer	Doreen Kachala-Bato
Editor-in-Chief	Max J Iphani

## **Writers**

Efrina Fukuzi-Limeza	-	Lilongwe Teachers College
Gilbert Phiri	-	Domasi College of Education
Dr Gracious Gadama	-	Domasi College of Education
Jarred Ngolomi	-	Machinga Teachers College
Jimmy Henry Kholowa	-	Phalombe Teachers College

## Contents

Foreword .....	v
Acknowledgements .....	vi
Introduction to the module.....	ix
<b>TOPIC 1</b> Rationale for teaching Religious studies .....	1
<b>TOPIC 2</b> Teaching features of religion .....	4
<b>TOPIC 3</b> Teaching religion, culture and the environment .....	7
<b>TOPIC 4</b> Application of moral development in teaching Religious studies .....	11
<b>TOPIC 5</b> Teaching awareness of God .....	13
<b>TOPIC 6</b> Teaching of obedience to God .....	17
<b>TOPIC 7</b> Teaching the roles of Religious leaders .....	23
<b>TOPIC 8</b> Teaching moral values .....	27
<b>TOPIC 9</b> Teaching Religious festivals and celebrations .....	30
<b>TOPIC 10</b> Teaching cross cutting issues in different religions .....	33
<b>TOPIC 11</b> Teaching the call of patriarchs .....	36
<b>TOPIC 12</b> Teaching the Exodus .....	38
<b>TOPIC 13</b> Teaching <i>Judges, Kings and Prophets</i> .....	41
<b>TOPIC 14</b> Teaching the birth and childhood of Jesus .....	44



## **Introduction**

The purpose of primary teacher education is to produce and continually develop competent and responsive teachers who effectively deliver quality education to all learners under prevailing conditions and demands in primary schools and promote their desire for life-long learning. IPTE endeavors to educate teachers in sufficient numbers, continually develop their professionalism so that they are able to effectively and efficiently deliver quality and relevant education to primary school learners.

### **National goals for primary teacher education**

The national goals of primary teacher education in Malawi are to produce teachers who are:

- academically well-grounded and professionally competent
- flexible and capable of adapting to the changing needs and environment of the Malawian society
- capable of adhering to and maintaining the ethics of the teaching profession  
imaginative in adapting, creating and utilising locally available resources suitable for the needs of their learners.

## **Rationale**

### **Teacher education philosophy**

The following has been the guiding principle during the design, development and implementation of the IPTE curriculum.

*To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity has been designed.*

## IPTE programme structure

The duration of the teacher education is two years. The general outlook of the two years is as follows:

Year 1			Year 2		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
In college, learning subject content with a special focus on methods for lower classes	In college, learning subject content with a special focus on methods for upper classes	Out in teaching practice schools, practising teaching mainly in the lower classes	Out in teaching practice schools, practising teaching mainly in the upper classes	In college, with special emphasis on reflection, inclusion and further practice on teaching methods	In college, with special emphasis on subject content, policies and frameworks

## Unique features

The features of the reviewed curriculum are as follows:

- The curriculum design is based on reflective and practice principles.
- Early grade teaching methodologies are distinct.
- The delivery of the subject content follows the modular approach.
- Student teachers will be allowed to practise teaching both in the lower classes (Standards 1 to 4) as well as in upper classes (Standards 5-8).
- Cross cutting issues such as Assessment for Learning, Information Communication Technology, Inclusive Education and Critical Thinking are integrated.

## IPTE subject matrix

The new curriculum has adopted the reflective practitioner model of teacher education which connects practice and theory and integrates content and pedagogy in teaching and learning. In this structure, student-teachers will be in college for two terms of year 1 and be in primary schools for teaching practice in the third term of first year and first term of the second year. Student teachers will be back to colleges in terms 2 and 3 of year 2 to continue learning subject content, reflecting on their experiences of teaching practice and then wind up their studies.

This curriculum is designed in a modular structure and contains eleven subjects. These are Chichewa, English, Mathematics, Education Foundation Studies, Agriculture, Social Studies, Life skills, Science and Technology, Expressive arts, Religious studies and Human ecology. In this modular design, a set of topics forms a module in a subject. A module consists of 40 hours contact time.

## Summary of topics for the term and time allocation

Term 1		
Topic	Allocated time in hours	Core element
Rationale for teaching religious studies	2	The role of religion in human development
Reaching features of religion	3	The role of religion in human development
Teaching religion, culture and environment	3	The role of religion in human development
Application of moral development in the teaching of religious studies	4	Experiencing and responding to God
Teaching roles of religious leaders	2	Moral values, beliefs and practices
Teaching of moral values	2	Moral values, beliefs and practices
Teaching of religious festivals and celebrations	3	Moral values, beliefs and practices
Teaching of cross cutting issues in different issues	1	Religious approaches to cross cutting issues
Teaching of religious response to cross cutting issues	1	Religious approaches to cross cutting issues
Teaching the call of the Patriarchs	3	God the father
The teaching of Exodus	3	God the father
The teaching of the judges, kings and prophets of Israel	4	God the father
Teaching the birth and childhood of Jesus	4	Life of Jesus

## TOPIC 1

## Rationale for teaching religion

**Time**

2 hours

### Introduction

Religious studies, contributes to the spiritual, moral, cultural and intellectual development of the learners. The subject further contributes to the awareness of the dangers of drug and substance abuse, gender based violence and violation of human rights. It also promotes curiosity, self-esteem, respect of law and other people's views, critical thinking and good attitudes in student teachers.

### Success criteria

By the end of this topic, you must be able to:

- analyse the rationale for teaching Religious studies
- describe the contribution of Religious studies to the curriculum
- explore different ways of teaching Religious studies in schools

### Background information

Malawi has been facing various challenges such as HIV and AIDS, drug and substance abuse, poverty, corruption, environmental degradation and marginalisation of women and children. These challenges have been affecting the development of the country. Religious studies, however, helps students to understand the moral, spiritual and cultural values across religions which in turn assists them to tackle the challenges that the country is facing.

Religious studies will help in influencing human conduct and provide ethical standards. It can have a positive impact on the society and promote education for the child. This can help the students to understand the world and society in which they live. This can also help them to understand God as a Supreme Being.

### Activities for student teachers

#### Activity 1 Discussing the rationale for teaching Religious studies

Your lecturer will ask you to:

- 1 search in the library or on the internet or interview primary school teachers the rationale for teaching Religious studies, in pairs
  - 2 analyse the rationale for teaching Religious studies using Discussion web, in groups
  - 3 Present your findings to the class using Letter to the author method.
- Consolidate the findings by affirming rationale for teaching Religious studies.

#### Tips

- Read IPTE lecturers hand books for the old curriculum.
- You may use the internet to find some information.
- You may use pedagogies as follows: *walk around-talk around, class brainstorming, discussion web and letter to the author.*

## **Activity 2 Discussing the contribution of Religious studies to human development**

Your lecturer will ask you to:

- 1 search on the internet or library the contribution of Religious studies to the curriculum, individually
  - 2 analyse the contribution of Religious studies to the curriculum, in groups
  - 3 Present the findings to the class using Gallery walk method
- Consolidate the activity by focusing on the correct contributions of Religious studies to the curriculum.

## **Activity 3 Exploring different ways of teaching Religious education and Bible knowledge in schools**

Your lecturer will ask you to:

- 1 identify strategies that can be used for teaching Religious education and Bible knowledge in schools using Talk around walk around method
  - 2 analyse the strategies that can be used for teaching Religious education and Bible knowledge in schools using Pens in the middle method
- Consolidate the activity by reflecting on the appropriate strategies identified for teaching Religious education and Bible knowledge.

### **Tips**

- You may use strategies such as *think-pair-share*, *bus stop*, *gallery walk* and *quick-write*.
- Read IPTE lecturers hand books for the old curriculum.
- Remember to include all learners with diverse needs.

## **Summary**

In this topic, you have learnt the contributions of Religious studies to human development. You have also looked at the appropriate strategies for teaching Religious studies.

## **Reflection**

- 1 How useful is the topic to the student teachers?
- 2 How successful was the lesson?
- 3 Which areas need improvement in the teaching of the rationale for the teaching of Religious studies?
- 4 Which strategies are more effective for the teaching of Religious studies in schools?

## **Assessment**

- 1 Discuss the reasons for teaching Religious studies.
- 2 Analyse the contributions of Religious studies to the curriculum.
- 3 Describe strategies that can be used in the teaching of Religious studies in schools.

## Glossary

**rationale** : justification/reason for doing something

**Religious studies** :the study of different religions and their principles

## References

- Teacher Development Unit (1998). *Student teachers handbook*. Domasi: Malawi Institute of Education.
- Domasi College of Education (2001). *Educational methods for humanities, education module*. Domasi: Domasi College of Education.
- Malawi Institute of Education (2000). *Effective teaching of population and sexual health education in secondary*

*schools: a methodology guide*. Domasi: Malawi Institute of Education.

- Mphande, D & Byers, A (2001). *Exploring Religious and moral education book 1*. London: Oxford University Press.
- Farrant, JS (1980). *Principles and practices of education*. England: Longman.

## Further reading

- Gary, L (1995). "The rise and fall of Religious studies at Santa Cruz: a case study in pathology, or the rest of the story," in *Method and theory in the study of religion*, vol. 7 pp.305-324.
- Markstrom, CA (1999). *Religious involvement and adolescent psychosocial development*," *Journal of adolescence*, Vol. 22, Issue No.2, pp. 205-221.

## TOPIC 2 Teaching features of religion

**Time** 3 hours

### Introduction

Religion involves the belief in and worship of a supernatural being, a spirit, a way and a principle which is above and beyond the physical universe. Societies hold different beliefs and practices. Each religion has different features or characteristics. It is important for learners to know the various features of religion for them to be able to identify and understand religion.

In this topic, you will examine the strategies for teaching the characteristics of religion.

### Success criteria

By the end of this topic, you must be able to:

- examine different ways of teaching characteristics of religion
- propose different ways of teaching Religious clues
- demonstrate different techniques of teaching features of religion

### Background information

Religions differ in many ways, but have common features. The features include both characteristics and clues of a religion. All religions have common characteristics which enable them to be identified. The following are the characteristics of a religion: doctrines, myths, rituals, ethics, social structure and experience.

Apart from characteristics, religions have also clues. Religious clues are

things that assist people to recognise the presence of a religion in an area. Some of these clues are dress code, religious symbols and artifacts, religious festivals and celebrations, language, call for worship and material structures such as mosques, churches, shrines, and temple.

### Activities for student teachers

#### Activity 1 Examining different ways of teaching characteristics of a religion

Your lecturer will ask to:

- 1 brainstorm different ways of teaching characteristics of a religion
  - 2 analyse the identified way of teaching characteristics of religion using Jig saw method
- Consolidate the activity by reflecting on appropriateness of the ways of teaching characteristics of religion.

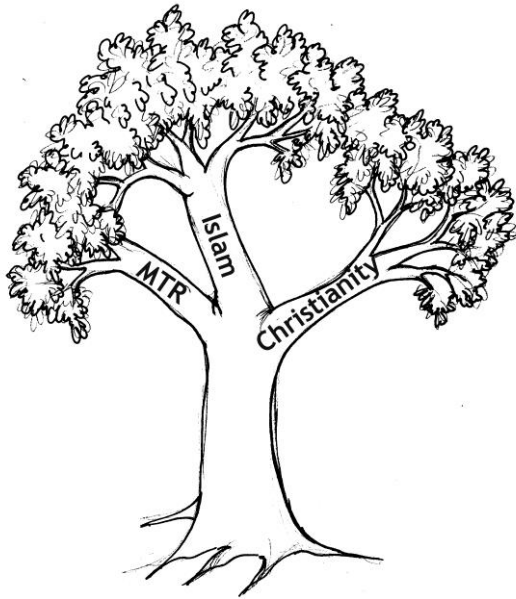
#### Tips

- You may use the following methods *ink-think-pair-share, class brainstorming, class discussion, gallery walk, role play and ball game.*
- Give a chance to each group to make a presentation in class.

#### Activity 2 Proposing different ways of teaching religious clues

Your lecturers will ask you to:

- 1 individually, search on the internet different clues of religions.
- 2 present your findings using Tree diagram method (refer to the model tree diagram below



Model of a tree diagram

- 3 identify different ways of teaching religious clues using Ball game method.
- 4 analyse the identified ways of teaching religious clues using One-stay-three stray method
- Consolidate the activity by reflecting on the appropriateness of the proposed ways of teaching religious clues.

### Tip

You may use the following methods *one stay- three astray, jigsaw, class discussion, gallery walk, role play and ball game.*

### Activity 3 Demonstrating different techniques of teaching features of a religion

Your lecturer will ask you to:

- 1 prepare mini-lessons on features of a religion
- 2 present the mini-lessons to the class
- 3 critique each mini-lesson
- Consolidate the activity by emphasizing on the appropriateness

of the techniques for teaching features of religion.

### Tips

- Appropriate teaching and assessment methodologies and ICT tools may be used.
- Include suitable and relevant teaching and learning resources.
- Be gender sensitive and consider learners with diverse needs.
- You may use methods such as *think-ink-pair-share, think- pair- share* and *mix freeze pair.*

### Activity for learners in primary school

#### Activity 4 Demonstrating the teaching of characteristics of religion

- 1 In groups, ask learners to study the illustration below.



Whudhu





## Baptism



*Traditional worshipper*

- 2 Ask them to identify characteristics of religion from the illustration using M-chart method.
- 3 Let them analyse the characteristics of religion using Bus stop method.
- Consolidate by emphasizing the characteristics of a religion.

### Tips

- Give chance to learners with special needs to present.
- You may use the following methods *ink-think-pair-share, class brainstorming, class discussion, gallery walk, role play and ball game.*

## Summary

In this topic, you have learnt that religions have different features. You have also learnt different ways of teaching the characteristics of a religion in particular and Religious studies in general.

## Reflection

- 1 Were the lessons on the teaching of the features of religion successful?
- 2 Were the proposed ways of teaching Religious clues successful?

## Assessment

- 1 Explain four ways of teaching features of religion?
- 2 Describe the proposed ways of teaching religious clues?

## Glossary

<b>ethics</b>	: moral codes of conduct
<b>myth</b>	: traditional story or narrative that explains something
<b>ritual</b>	: the term 'ritual' refers to a way and practice of worship
<b>doctrine</b>	: belief or set of beliefs held and taught by a church
<b>social structure:</b>	system of social stratification or social institutions
<b>experience</b>	: that which is interpreted within a religious framework

## References

- Laymaman, CF (2000). *Religious studies and moral education for junior certificate*. Limbe: Popular Publications.
- Smart, N (1998). *The world's religions*. Cambridge: Cambridge University Press.

## Further reading

- Starburk, M & Self, P (2000). *Sociology of religion*. London: Holder and Stoughton Publishers.
- Teacher Development Unit (1996). *Student teachers handbook 1*. Domasi: Malawi Institute of Education.

## **TOPIC 3** Teaching religion, culture and the environment

**Time** 3 hours

### **Introduction**

In most societies, religion plays a significant role in shaping the morality of the people. It also helps in preserving the environment and culture.

In this topic, you will learn about the role of religion in preserving culture and the environment. Teaching this topic will help teachers to instill in learners positive attitudes towards religion, culture and environment.

### **Success criteria**

By the end of this topic, you must be able to:

- examine different strategies for teaching the relationship between culture and the environment
- explore the strategies for teaching the relationship between religion and culture
- devise strategies for teaching the relationship between religion and the environment
- demonstrate the teaching of the relationship among religion, culture and the environment

### **Background information**

Religion and culture are interdependent. Religion promotes society's culture because it performs social, political and intellectual functions through cultural activities like festivals, marriage, initiation and burial. These practices help to

maintain the society's identity. Culture influences religions for example, the use of drums, the religious code of dressing and use of traditional dancing in the worship. The interaction between religion and culture has also influenced the socio-political and economic life of people in Malawi and other countries.

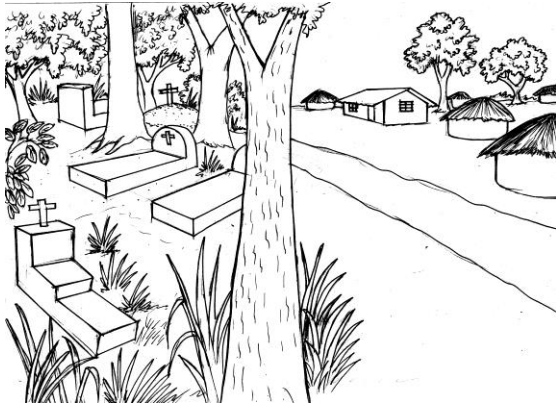
Religion and culture can play a role in conserving the environment. All religions recognise that the earth and everything in it was created by God and that people are stewards of God's creation. Being stewards, they are mandated to conserve and co-create the environment. Different cultures have various ways of conserving the environment. Some cultures prohibit their members from wantonly using the environment. For example, setting bush fires, cutting down trees in graveyards or forests, killing each other or taking away one's own life.

### **Activities for student teachers**

#### **Activity 1 Identifying different strategies for teaching the relationship between culture and environment**

Your lecturer will ask you to:

- 1 study the illustration below



- 2 identify the relationship between culture and environment, in groups
- 3 report your findings using Letter to the author method
- 4 find out from the internet and books different strategies for teaching the relationship between culture and the environment
- 5 analyse the identified strategies for teaching the relationship between culture and the environment using T-chart method
- 6 present the findings using Gallery tour method
- Consolidate the activity by reflecting on the appropriateness of strategies for teaching the relationship between culture and the environment.

### **Tips**

- You may use methods such as *research, T- chart, Gallery walk, Give one -take one, Silent participant, K-W-L and Letter to the Author.*
- For further examples read Quran 35:59 and the Bible in Isaiah 3:16-4:1 and Deut 22:5

## **Activity 2 Examining the strategies for teaching the relationship between culture and the environment**

Your lecturer will ask you to:

- 1 identify the relationship between culture and environment using t-chart method
- 2 ask them to analyse the relationship between religion and environment using their T-chart method
- 3 Let them report their findings using Gallery walk method
- Consolidate by focusing on the relationship between religion and the environment.

### **Tip**

Use the old IPTE lecturers' book for more information on strategies for teaching the relationship between culture and the environment.

## **Activity 3 Exploring the strategies for the teaching of the relationship between religion and culture**

Your lecturer will ask to you to:

- 1 be in pairs to find out from the internet and books strategies for teaching the relationship between religion and culture.
- 2 analyse the explored strategies for teaching the relationship between religion and culture using Silent participant method.
- Consolidate the activity by reflecting on the appropriateness of strategies for the teaching the relationship between religion and culture.

### Tip

You may use methods such as *Research, T- chart, Gallery walk, Give one-take one, Silent participant, K-W-L* and *Letter to the author*.

#### Activity 4 Devising strategies for teaching the relationship between religion and environment

Your lecturer will ask you to:

- 1 study the illustration below

- 2 identify the relationship between religion and the environment, in groups
- 3 report your findings using Authors' chair method
- 4 devise strategies that can be used to teach the relationship between religion and culture, in groups
- 5 analyse the devised strategies, in the same groups
- 6 report your findings using Gallery tour

- consolidate the activity by emphasizing on the appropriate strategies for the teaching of relationship between religion and environment

#### Activity 5 Demonstrating teaching the relationship among religion, culture and environment

Your lecturer will ask you to:

- 1 prepare mini-lessons on the relationship between religion and environment, in groups.
  - 2 present your mini-lessons
  - 3 critique the mini-lessons
- Consolidate the activity by reflecting on correctness of the methods for the teaching of relationship among religion, culture and environment.

### Tips

- Use appropriate teaching and assessment methodologies and ICT tools to conduct the activities.
- Ensure that you begin by finding out what students already know about methods for teaching the relationship among religion, culture and the environment.
- You may use methods such as *Discussion web, Quick write, K-L-W* and *Author's chair*.

### Summary

In this topic, you have learnt that religion, culture and environment are interdependent. Religion maintains society's culture because it performs emotional, social, political and intellectual functions through cultural activities like festivals, marriage,

initiation, burial and succession ceremonies. You have also discussed the strategies for teaching the relationship among religion, environment and culture.

## Reflection

- 1 How successful were the teaching, learning and assessment methods in this lesson?
- 2 How effective were the resources in this lesson?
- 3 What areas do I need to improve on this lesson?

## Assessment

- 1 Explain the relationship among religion, culture and environment.
- 2 Describe strategies that can be used in teaching religion, environment and culture.

## Glossary

- conserve** : use and manage resources in order to prevent loss or waste
- environment:** the total surrounding of human beings

## References

- Department of Teacher Education and Development (2005). *Initial Primary Teacher Education (IPTE) Religious studies student teachers' handbook term 1*. Lilongwe: Ministry of Education.
- Frazier, AM (1985). *Issues in religion*. California: Wardsworth Publishing Company.
- Hopie, L (1987). *Religions of the world*. New York: Macmillan.
- Mphande, DK & Byers, A (2001). *Exploring Religious and moral*

*education book 1*. London: Oxford University.

Rankin, J & Brown, A (1991). *Ethics and religion*. Essex: Longman.

## Further reading

- Martinus, DL (2001). *African earth keepers: Wholistic interfaith mission*. NY: Orbis Books.
- Gottlieb, RS (2004). *This sacred earth: religion, nature, environment*. Second Edition New York: Routledge.
- Gottlieb, RS (2006a). *A greener faith: Religious environmentalism and our planet's future*. New York: Oxford University Press.
- Gottlieb, RS (2006b). *The oxford handbook of religion and ecology*. New York: Oxford University Press.
- Palmer, M (2003). *Faith in conservation: new approaches to religion and the environment*. Washington: The World Bank.
- Gottlieb, RS (2004a). *A greener faith: Religious environmentalism and our planet's future* New York: Oxford University Press.
- Gottlieb, RS ed. (2006). *The oxford handbook of religion and ecology*. New York: Oxford University Press.
- Palmer, M (2003). *Faith in conservation: New approaches to religion and environment*. Washington, DC: World Bank.

## TOPIC 4

# Application of moral development in teaching Religious studies

**Time**

2 hours

### Introduction

Moral development is a process of developing a sense of right or wrong, fair or unfair, correct or incorrect actions. A child begins to learn what is right and wrong after birth. At first, things are learnt from parents. Later, factors such as the environment and friends influence child's moral thinking. For example, a child develops fear of strangers and some objects. Teaching of this topic will help you to properly counsel and guide learners. It can also help you to instill moral values in learners.

### Success criteria

By the end of this topic, you must be able to:

- analyse the application of moral development in a child in the teaching of Religious studies
- assess moral development in children

### Background information

Children, up to 7 years of age, are preoccupied with discovering themselves, their families and the world around them, what it is and how it works. The child, according to Piaget (2001), goes through four stages. These include: sensory-motor stage, intuitive stage, concrete operational stage and formal operational stage. These stages are important in that they help the child to make sense of the world around

him/her. (Refer to Foundation studies modules 1 and 2 for further information on the stages.)

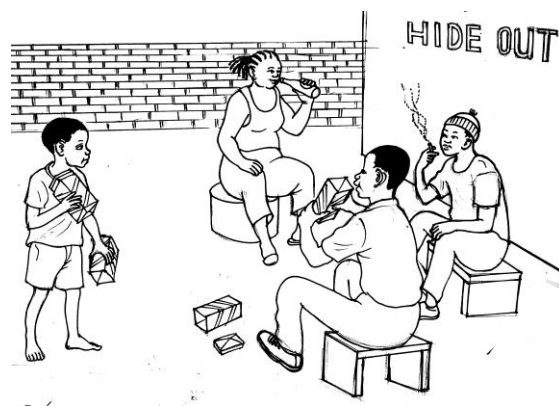
The development of a child is affected by a number of factors. These factors include the environment, home, culture, education, Religious habits, society, family relations, peers, school, state and mass media. This means that a child who follows good Religious habits develops good moral behaviour while a child who follows bad habits can develop negative behaviour. A child who lives in a society with good customs develops acceptable moral behaviour while a child who lives in a society with bad customs develops unacceptable behaviour.

### Activities for student teachers

#### Activity 1 Applying of moral development in teaching Religious studies

Your lecturer will ask you to:

- 1 study the illustration below and answer the following questions:





- Which environment will promote development of good behaviour?
  - Which environment will prevent development of good behaviour?
  - Give reasons for your answers.
- select any topic from a learners' book of Religious education or Bible knowledge of any class, in groups
  - identify different ways of teaching the topic to children of different age groups using M-chart method. (Refer to the model of M-chart method below)
  - explain your choice of strategies using Gallery walk method
- Consolidate the activity by focusing on the application of moral development in the teaching of Religious studies.

#### M-chart

Topic	Age group	Different ways of teaching the topic

#### Tip

You may use methods such as *research, question and answer, gallery walk, case study and letter to the author.*

#### Activity 2 Assessing the moral development in children

Your lecturer will ask you to:

- to study moral development of children in a class in groups
- identify the different stages of moral development of children in

the class using M-chart method as modelled below

Sampled learners	Behaviour shown	Stage of moral development
(Name)		
(Name)		
(Name)		

- ask them to explain the usefulness of the information gathered in 2 above in the teaching of Religious education and Bible knowledge using One stay-three stray method.
- Consolidate by reflecting on the importance of assessment of moral development in children.

#### Summary

In this topic, you have learnt the application of moral development stages in the teaching of Religious education and Bible knowledge. You have also learnt how to assess the moral development in learners.

#### Reflection

- How successful were the methodologies used?
- How difficult was the assessment of the learners' moral development stages?

#### Assessment

- How would you apply moral development stages in children in teaching of Religious education and Bible knowledge?
- How useful is the information gathered from the assessment of moral development to teaching of

Religious education and Bible knowledge?

## References

- Teacher Development Unit (1998). *Student teachers' handbook 2*. Domasi: Malawi Institute of Education.
- Mphande, DK (2009). *Target in junior secondary Bible knowledge*. Blantyre: Bookland International.
- Munsey, B (1980). *Moral developmental moral education and Kohlberg*. New York: Grand Rapids Press.

## Further reading

- Duska, R (2001). *Moral development: A guide to Piaget and Kohlberg Religious education*.
- Crotty, R (1986). *The teaching of religion in a secular school*. Religious Education 81(1): 310-21.
- IPTE (2005). *Religious studies handbook*. Domasi: Malawi Institute of Education.
- DTED (2005). *IPTE Religious studies student teachers' handbook*. Domasi: Malawi Institute of Education.



## TOPIC 5 Teaching the awareness of God

**Time** 4 hours

### Introduction

God manifests Himself to people in different situations. This probably explains why people give God different names and attributes. This explains people's thoughts about Him. In addition, people tell creation stories which attempt to provide answers to abstract ideas about the origins of things. It is important for you to understand the concept of 'awareness of God' through creation stories names and attributes of God in different religions. You should know that people in different religions give God different names and attributes which show that they view and respect God differently.

This topic will help you and your learners to be aware that people understand God differently and that will assist you to be able to accept other peoples' views and ways of life in a multi faith society. Therefore, it is important for you to gain knowledge and skills that will assist you to teach the topic effectively in primary schools with people of different faiths.

### Success criteria

By the end of this topic, you must be able to:

- examine the strategies for teaching names and attributes of God
- analyse the techniques for teaching creation stories
- demonstrate the teaching of awareness of God

### Background information

People become aware of the existence of God through things He has created and names and attributes that believers in different religions give to Him. The names and attributes reveal how different people view God. For example, in Judaism God has names such as YHWH, Jehovah, Elshaddai, Adonai, Elohim and attributes such as Jehovah Jire, Jehovah Shalom, Jehovah Nissi and Jehovah Ralpa.

In Christianity, some of the names are God, Yahweh, Jehovah and attributes such as omnipotent, omniscient, omnipresent, saviour and creator.

In Islam, God is called Allah but has up to ninety nine attributes. Some of these attributes are light, gracious, sustainer, creator and provider. All these attributes are attached to the name Allah in Arabic language.

In Malawian Traditional Religions God is named as *Chiuta*, *Namalenga*, *Mphenzi*, *Mphambe*, *Leza* and *Kyala*. There are attributes such as *mpulumutsi*, *mthandizi*, *kamanyimanyi*, *cham'bebe*, *mchiritsi* and *chiotha misi*.

Names and attributes of God reveal the nature, character and power of God. For example, God is Almighty, Spirit, Loving, All knowing and Kind. God's nature and power can also be expressed through creation stories. Creation stories try to explain some of the mysteries and questions about

creation and origin of things to which the society cannot provide answers. For example Christians, Muslims and Jews share a story of how God created a human being. In African Traditional Religions, the Chewa talk of the story about a lizard and a chameleon and the Lhomwe have a story on how animals originated from people. There are also stories about the origin of footprints of animals and people at Kaphirintiwa.

## Activities for student teachers

### Activity 1 Exploring strategies for teaching names and attributes of God

Your lecturer will ask you to:

- 1 explain the difference between a name and an attribute using Think-ink-pair-share method
  - 2 use Bible knowledge (B/K) and Religious education (R/E) primary school instructional materials to isolate topics on creation stories, names and attributes of God
  - 3 explore procedures of appropriate strategies you can follow to teach the topic 'names and attributes of God in different religions' using Discussion web method, in groups
  - 4 examine the appropriateness of each technique for the teaching of names and attributes of God using Jig saw method.
- Consolidate the activity by focusing on the appropriateness of each strategy used.

### Tips

- You may use such methods as *think-pair-share*, *card collection* and *clustering*, *one stay-three astray*.
- Make available resources for students/learners with learning difficulties.
- You may also use resources such as resource persons, cards, chart papers, markers and charts.

### Activity for learners in primary school

#### Activity 2 Demonstrating the teaching of names and attributes of God in different religions

In groups, let the learners read a case study below and answer questions that follow.

Mr Chimpeni was asthmatic for many years. He received every treatment from doctors but his condition got worse for taking a lot of drugs. One day, his wife called some believers to pray for him and he got healed instantly.

- 1 Answer the following questions on the case study:
  - a. How was Mr Chimpeni healed?
  - b. What other name would Mr Chimpeni give to God after being healed?
  - c. Let the learners report their answers using Author's chair method emphasizing the correct names and attributes.
- 2 Consolidate the activity.
- 3 Ask the learners to write other names and attributes of God in different religions and classify them

according to their religions using Card collection and clustering method.

### Tips

- You may use such resources as word cards, chart papers, Religious education learners' books and teachers' guides.
- You may use strategies of teaching such as *Gallery walk* and *Bus stop*.

## Activities for student teachers

### Activity 3 Analysing techniques for teaching creation stories

Your lecturer will ask you to:

- 1 Study illustrations below and answer questions that follow.



### Questions

- a. Identify the illustration that depicts creation story in
    - (i) MTR
    - (ii) Islam
  - b. Narrate the creation story behind each illustration.
- 2 carry out research on creation stories and their examples in Christianity, Islam and Malawian Traditional Religion (MTR) using the internet, in groups
  - 3 identify topics on creation stories from Religious education and Bible knowledge primary school instructional materials
  - 4 establish the relationship between your research findings and the topics identified from Religious education primary school instructional materials using Trade a problem method, in groups
  - 5 discuss appropriate strategies and resources you can use to teach creation stories in different religions using Pens in the middle method
  - 6 design an activity on creation stories in any of the three religions using appropriate strategies and resources, in groups
  - 7 Present the activity to the class for discussion using Author's chair method
- Consolidate by affirming correct strategies and resource.

## Creation stories

Islam	Christianity	MTR

### Tips

- You may use strategies of teaching such as *story-telling*, *K-W-L*, *quick-write* and *author's chair*.
- You may also need Religious education teacher's guides, learners' books, stories from books such as *Land of Fire*, Bible and Q'uran.

### Activity 4 Demonstrating the teaching of awareness of God

Your lecturer will ask you to:

- 1 prepare lessons, in groups, on the following:
  - a. Names and attributes of God
  - b. Creation stories
- 2 use the prepared lessons for micro-teaching
- 3 reflect on the micro-teaching focussing on the techniques and resources used

### Tips

- Use primary school learners' books and teachers' guides when preparing the lessons.
- Use some of the strategies identified in activity 1.
- Ensure that illustrations are used during your lesson presentation.

### Activity for learnings in primary school

#### Activity 5 Practising techniques for teaching creation stories

- 1 State what you know about creation stories in Islam, Christianity and MTR using K-W-L method.
- 2 Discuss creation stories in Islam, Christianity and MTR, in groups using Le cate (Restaurant) method.
- 3 Summarise what you have learnt using Quick write method.
- 4 Report your summaries using Authors' chair method.

### Tips

- You may use strategies and resources you discussed in task 4.
- You can teach the lesson at a demonstration school for practice.
- Adapt activities for learners with diverse needs.

### Summary

In this topic, you have learnt how you can teach creation stories, names and attributes of God in Christianity, Islam and MTR using appropriate methods and resources. Understanding of names, attributes and creation stories will help learners to understand God which will assist them to respect and

accept other peoples' beliefs and ways of life in a multi faith society.

## Reflection

- Did the methods I use help learners to understand the topic easily?
- What else could I do to improve learners' understanding of the topic?

## Assessment

- 1 Give the names and attributes of God used in your community.
- 2 Explain how you can use the following strategies- brainstorming, fish bowl and conversation circle to teach names and attributes of God in Malawian Traditional Religions.
- 3 Identify appropriate resources that you can use to teach creation stories.

## Glossary

<b>attribute</b>	:	title that one receives after an achievement
<b>kamanyimanyi</b>	:	all knowing (in Tumbuka)
<b>omnipotent</b>	:	all powerful/almighty
<b>omniscient</b>	:	all knowing
<b>omnipresent</b>	:	found everywhere

## References

David, S (1987). *The lower school assembly book*. London: Hutchison.

Hausa, RJ ed. (1992). *Themes in Religious education: A handbook for teacher trainers*. Domasi: Malawi Institute of Education.

Mphande, DK & Byers, A (2001). *Exploring Religious and moral education book*. London: Oxford University.

Schoffeeers, JM & Roscoe, AA (1987). *Land of fire: Oral literature from Malawi*. Limbe: Popular Publication.

Malawi Institute of Education, (2008). *Initial Primary Teacher Education (IPTE) Religious education tutors' book*. Domasi: Malawi Institute of Education.

MIE (2010). *Initial Primary Teacher Education through Open and Distance Learning (ODL) Religious studies module 1*. Domasi: Malawi Institute of Education.

MIE (1996). *Student teacher handbook 2*. Domasi: Malawi Institute of Education.

## Further reading

Awareness to God

@<https://www.intouch.org/watch/spiritual.../the-awareness-of-god-s-presence>.

Presence of God

@[www.beginningcatholic.com/presence-of-God](http://www.beginningcatholic.com/presence-of-God).

God's awareness@[www.chronologicalBibleteaching.com/god-awareness-5](http://www.chronologicalBibleteaching.com/god-awareness-5).

## **TOPIC 6** Teaching obedience to God

**Time** 3 hours

### **Introduction**

Obedience means doing as God wishes while disobedience means not doing the will of God. In Christianity, obedience is mostly shown through observing the Ten Commandments while in Islam obedience is summed up in submission to the will of Allah and observing the five pillars. In Malawi Traditional Religions obedience means being loyal to ancestral spirits, chiefs and elders.

This topic will therefore help you and your learners to understand what different religions teach about how to obey God, parents and those in authority. This can assist in developing acceptable behaviour required for the development of a good and productive society.

### **Success criteria**

By the end of this topic, you must be able to:

- examine strategies for teaching obedience to God in different religions
- analyse different ways of teaching the impact of disobedience to God in different religions
- demonstrate the teaching of obedience to God in different religions

### **Background information**

#### **The concept of obedience to God in different religions**

Understanding of the concept of obedience to God varies from one religion to another. For example, Christianity teaches that obedience means showing respect, actions or acts in accordance with orders or laws without questioning. Christians and Jews observe the ten commandments which provide a frame work for the way life in families and social relationships.

In Islam obedience means submitting completely to the will of Allah and following the five pillars which are:

- Shahada - muslim declaration of faith that there is no god but Allah and Prophet Muhammad is his last messenger.
- Salat - (prayer) said in Arabic five times a day-at dawn, at noon, mid afternoon, after sunset and before going to bed.
- Zakat - muslims are supposed to give to the poor 2.5% of what they accumulated over a year.
- Saum - (Fasting) Fasting during the ninth month of the year- Ramadhan
- Hajji - pilgrimage to Makka not compulsory to poor Muslims but obligatory to the rich and are supposed to go to Makka at least once in their life time.

In Malawian traditional religions, members believe that loyalty to God should come first. They show this by obeying rulers in the society. Rulers



take care of dwelling places of ancestral spirits such as graveyards, thick forests and also lead people in offering sacrifices. When ancestral spirits are obeyed, they intercede for the people in the society. Hence, they must be obeyed.

### **The concept of disobedience to God in different religions**

Disobedience is an act which is considered as a sin by Religious people before God. In all religions there are people who disobeyed God. In the Bible and Quran there are stories like those of Adam and Eve in the Garden of Eden and the story of King David and the wife of Uriah who disobeyed God. Every act of disobedience has a consequence before God. For example, Adam and Eve were punished for disobeying God while David's sin led to strife in his kingdom. In Malawian traditional religions believers are forbidden from tampering with places which are believed to be inhabited by ancestral spirits. These are places such as graveyards, caves, forest reserves, dams and river banks. For example, cutting down trees or burning graveyards may provoke the spirits. Angry spirits may stop interceding for the people. As a result they may bring epidemic diseases such as chicken pox and natural disasters such as floods. Ancestral spirits may also withhold rains which may lead to drought and famine.

## **Activities for student teachers**

### **Activity 1 Examining strategies for teaching obedience to God in different religions**

Your lecturer will tell you to:

- 1 identify appropriate strategies and resources you can use to demonstrate ways in which individuals obey God today in different religion using Give one-take one method
  - 2 analyse the strategies and resources you can use when teaching obedience to God in different religions using T-chart method
  - 3 present your findings by using Gallery tour method
- Consolidate the activity by reflecting on the appropriateness of the strategies.

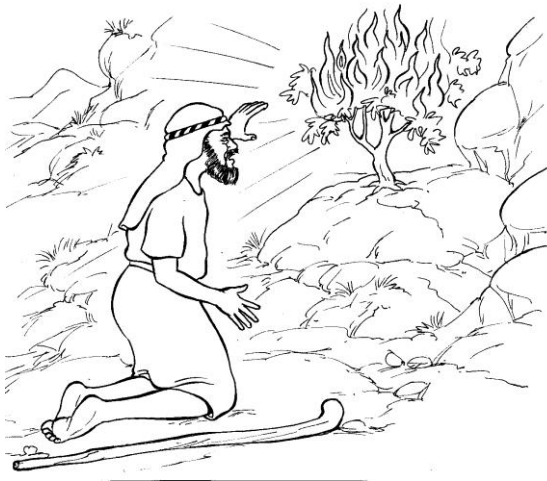
#### **Tips**

- You may use the following strategies: *Give one take one, Gallery tour, Quick write* and *Authors' chair*
- Appropriate teaching and assessment methodologies and ICT tools may be used to conduct the activities.

## **Activities for learners in primary school**

### **Activity 2 Identifying acts of obedience**

In groups study the illustrations below and answer questions that follow.



- 1 Ask learners to identify acts of obedience displayed in the illustrations.
- 2 Ask them to define obedience to God as illustrated.
- 3 Consolidate by focusing on obedience to God in Christianity, MTR and Islam.

### Tips

- You may use the following strategies; *take one-give one*, *think-pair-share* and *ball game*.
- Give each group a chance to present.
- Appropriate teaching and assessment methodologies and ICT tools may be used to conduct the activities.

## Activities for student teachers

### Activity 3 Identifying strategies and resources for teaching the impact of disobedience to God

Your lecturer will ask you to:

- 1 identify strategies and resources that can be used to teach a lesson on the impact of disobedience to God using T-chart method.
  - 2 analyse the appropriateness of the strategies and resources that can be used to teach a lesson on the impact of disobedience to God using Gallery walk method.
- Consolidate the lesson by reflecting on the appropriateness of the identified strategies.

### Tips

- You may use appropriate strategies such as *Give one-take one*, *Think-pair-share*, and *Author's chair*.
- You may need the *Bible*, *Quran*, Religious education teachers' guides and learners' books.



## Activities for learners in primary school

### Activity 4 Demonstrating teaching of disobedience to God in different religions

- 1 Ask learners to list acts of disobedience in their homes and at school using Give one-take one method.
- 2 Ask them to complete the table below by filling in consequences of acts of disobedience using T-chart method.

Acts of disobedience	Consequences

- 3 Ask them to present their findings using Gallery tour method.
- 4 Consolidate by reflecting on the consequences of disobedience in different religions.

#### Tips

- You may use resources such as stories, Religious education learners' books, teachers' guides, the Bible and the Quran.
- You may use strategies such as *Think-pair-share*, *ball bearing*, *group brainstorming* and *futures wheels*.

### Activity for student teachers

#### Activity 5 Demonstrating the teaching of obedience to God in different religions

Your lecturer will ask you to:

- 1 prepare a lesson plan on how you can teach the topic 'obedience to

God in different religions', in groups

- 2 teach the mini lesson to the class
  - 3 critique each lesson presented
- Consolidate the activity by focusing on appropriateness of strategies, resources used and delivery of the lessons.

#### Tips

- You may use strategies such as *mix-freeze-pair*, *ball game* and *gallery tour*.
- You may use resources such as illustrations, students' experiences and Religious books.

### Summary

In this topic, you have learnt how you can teach the topic 'obedience and disobedience to God in different religions' using appropriate strategies and resources. This has assisted you to gain knowledge and skills on how you will teach the topic in primary school. Children's understanding of the topic can help them to develop morally and become good and productive citizens in the society.

### Reflection

- How useful were the methods?
- How appropriate were the resources in the delivery of the lesson.
- Did the activities instill good attitudes and more values in the learners?

### Assessment

- 1 List some of the ways in which people obey God in different religions.

- 2 Name appropriate resources you can use to teach the topic 'obedience to God in MTR'.
- 3 Explain how you can use methods such as role play; think-pair-share and give one-take one to teach the topic 'obedience to God'.
- 4 Describe consequences of disobedience in different religions.

## Glossary

- disobedience** : act done in violation of commandments
- obedience** : conduct in line with commandments or rules

## Reference

Good News Bible

Kgathi GL, Seganabeng, RR & Seretse, TE (1997). *Junior secondary school Religious education for Botswana*. Heinemann Educational Publishers: Gaborone.

Malawi Institute of Education (2008). *IPTE, Religious education tutor's book*. Domasi: Malawi Institute of Education.

Mbiti, JS (1975). *African religions*. Kent: Heinemann.

MIE (2009). *Initial primary teacher education through Open and Distance Learning (ODL)*. Domasi: Malawi Institute of Education.

## Further reading

Obedience to God

@[www.Bible.ca/ef/topical-authority-in-religion.htm](http://www.Bible.ca/ef/topical-authority-in-religion.htm)

8 reasons why obedience to God is important

@<https://www.thoughtco.com>....>Christianity>> The New Testament

Catholic encyclopaedia: Religious

Obedience@ [www.New.advent.org](http://www.New.advent.org)>

Obedience to God

@[www.bbc.com/religion/religions/christianity/christianethics/capital-punishment-1-html](http://www.bbc.com/religion/religions/christianity/christianethics/capital-punishment-1-html)

Why is religion important in the prosperity of the

society@[www.oneglobalfaith.org/](http://www.oneglobalfaith.org/)?

## TOPIC 7

# Teaching roles of religious leaders in different religions

**Time** 2 hours

### Introduction

Religious leaders are the people who guide religious institutions in society. Examples of religious leaders include: caliphs, sheikhs, prophets, diviners and priests.

This topic will help you to be familiar with strategies for teaching roles of religious leaders in different religions.

### Success criteria

By the end of this topic, you must be able to:

- analyse strategies for teaching roles of religious leaders in different religions
- demonstrate ways of teaching roles of religious leaders in different religions

### Background information

In our communities, there are political, civil and religious leaders. These leaders provide guidance and assistance on various issues. Religious leaders are people chosen at specific times to serve God for a specific purpose. These leaders help in building a peaceful society.

### Religious leaders in christianity

**Judges** - These led the Israelites both in religious and political matters. Examples of judges are Deborah, Samson and Gideon.

**Prophets** - These acted as mediators between God and people and they were also foretelling the future.

**Kings** - These were the overseers of the kingdoms. Sometimes, they acted as judges and defended their kingdoms. They also assisted in fostering rules and commandments of God in their kingdoms and were answerable to God. Examples of kings in Israel were: Saul, David and Solomon.

Today, leaders include: Prophets, Priests, Pastors, Bishops, Deacons, Reverends and Pope.

### Religious leaders in Islam

**Caliphs**-these led Muslims after the death of Prophet Muhammad. There were only four caliphs. These were: Abubakr, Omar, Uthman and Ali. The caliphs played different roles in the Islamic community. The following are some of the roles.

- assisted in spreading Islamic religion
- assisted in compilation of the Quran
- acted as political leaders in Muslim communities

**Prophets**-These included: Muhammad, Issa, Mussa and Daud. Currently, some of the leaders in Islam include Imam, Mwalimu, Mufti, Sheikh and Sheikhat.

## Religious leaders in Malawian Traditional Religions (MTR)

**Diviners** - Their roles included:

- providing charms or medicines which protect people from evil acts
- protecting property from evil acts such as stealing
- assisting in rain calling activities for example, offering sacrifices.

Examples of such leaders include Mbona in Nsanje and Makewana in Nsinja in Lilongwe.



**Traditional leader** - Their roles include:

- nurturing culture
- leading in religious gatherings
- ensuring that the society is protected from evil acts



**Healers** - Their roles include:

Healing people from sicknesses related to witchcraft and magic.

**Mediums**-Their roles include:

Mediating between the Supreme Being, Spirits and the living.



## Activities for student teachers

### Activity 1 Explaining different ways for teaching roles of religious leaders in different religions

Your lecturer will ask you to:

1 Study the illustration below.

- 2 describe the roles being played by the three different people in the illustrations, in groups
- 3 report your findings to the class using Jig saw method
- 4 identify appropriate strategies and resources that you can use to teach the roles of religious leaders in Islam, MTR and Christianity using Brainstorming method, in group

- 5 Analyse the strategies and resources that you can use to teach roles of religious leaders in Islam, MTR and Christianity using Jig-saw method.
- Consolidate the activity by focusing on the appropriateness of the strategies and resources used to teach roles of religious leaders in Islam, MTR and Christianity.

#### Tips

- You may use resources such as the local environment, resource persons, student experiences, religious books and pictures from news papers.
- You may use methods such as class *Brainstorming, Role play, Give-one-take- one* and *Jig-saw*.
- You may also need Religious education teachers' guides and learners' books.

### Activity for learners in primary school

#### Activity 2 Role playing the roles of religious leaders in different religions

- 1 Brainstorm the roles of religious leaders.
- 2 Ask them to analyse the roles of religious leaders using Jig-saw method.
- 3 Report your findings to the class for discussion.
- 4 Role-play different roles of religious leaders in addressing issues of the society such as healing the sick and officiating marriages.
- 5 Consolidate the activity by focusing on the roles of religious

leaders in Islam, Christianity and Malawian traditional religions.

#### Tips

- You may use resources such as the local environment, resource persons and pictures from news papers.
- You may use methods such as *Group brainstorming, Role-play, Bus stop* and *K-W-L*.
- You may also need Religious education teachers' guides and learners' books.

### Activity for student teachers

#### Activity 3 Demonstrating ways of teaching roles of religious leaders in different religions

Your lecturer will ask you to:

- 1 prepare a lesson plan on roles of religious leaders in different religions, in groups
- 2 present the mini-lessons to the class
- 3 reflect on the mini-lessons focusing on strategies and resources used
- 4 consolidate the activity by focusing on the appropriateness of the resources and strategies used

#### Tips

- You may use the following strategies: *Gallery walk, K-W-L* and *Author's chair*.
- You may use a resource person to explain some of the roles of religious leaders in religions.

## Summary

This topic assisted you to understand the role of religious leaders in society. Some of the leaders include kings, judges, caliphs, priests and divine healers. The knowledge and skills gained will help you to teach the topic effectively. This will in turn contribute to the intellectual as well as moral development of learners.

## Reflection

- 1 How difficult was it to teach the roles of religious leaders in the three religions.
- 2 Were the learners properly guided on how to reflect on the lessons?

## Assessment

- 1 Describe the following religious leaders judge, caliph, divine healer and a pastor.
- 2 Explain the significance of Religious leaders in society.
- 3 Describe procedures you can follow to teach the topic 'roles of Religious leaders' using the following strategies of teaching; role play, bus stop and card collection and clustering.

## Glossary

- caliph** : Islamic leader who led Muslims after Muhammad's death in 632 AD
- diviner** : person who heals by supernatural or magic insights
- judge** : leader of ancient Israel who was called to lead the Israelites at critical times

- king** : title of a male sovereign ruler of an independent state
- prophet** : title given to a person communicate God's will to others

## References

- Anderson, W (1958). *The living world of the old testament*.
- Malawi Institute of Education (2008). *Initial Primary Teacher Education (IPTE) Religious education tutors' book*. Domasi: Malawi Institute of Education.
- Robert, MC (1973). *African Primal Religions*. Illinois Argus Communications.
- Teacher Development Unit (1996). *MIITEP student teachers' hand book*
2. Domasi: Malawi Institute of Education.

## Further reading

Why all religious leaders are essential @[www.archbishopofcanterbury.org/.../why-all-kinds-of-religious-leaders-are-essential](http://www.archbishopofcanterbury.org/.../why-all-kinds-of-religious-leaders-are-essential)

The role of Religious leaders @[www.org/accord-article/role-religious-leaders-2002](http://www.org/accord-article/role-religious-leaders-2002)

The role of religious leaders for national development @m.w.china-embassy.org>Home>Activities of Embassy and latest News- The role of Religious leaders in national development-keynote

The role of religious leaders in maintenance of peace and prevention...organisations and civil society and has been supporting the development of national @

[https://rfp.org/sites/default/files/.../H.E%20Adama %20Dieng's%20](https://rfp.org/sites/default/files/.../H.E%20Adama%20Dieng's%20)

The role of religious leaders in the  
modern world@ www.cippusa.com-

## TOPIC 8 Teaching moral values

**Time** 2 hours

### Introduction

Moral values are standards of living formulated and accepted by the society. Children should learn about moral values because they are important in their moral development. For example, morality, value of life, virtues and vices contribute to the development of good character and conduct of an individual. They offer to an individual what is expected of them in their society.

Understanding moral values and their impact can help people to conduct themselves accordingly. For example, understanding the value of life and how it should be cared for will help people to respect life and protect it. Being able to understand virtues and vices is also important because virtues promote unity among people.

### Success criteria

By the end of this topic, you must be able to:

- analyse methods for teaching of ethical issues of life in different religions
- examine the ways of teaching human virtues and vices
- demonstrate the teaching of moral values in different religions

### Background information

The society has its own expectations on its people. When someone behaves contrary to the expectations, he/she is

accused of being immoral. Such contrary acts include: hooliganism, indiscipline in schools and disobedience of the youth to parents, teachers, elders and authorities. It is important to curb this malpractice by facilitating moral development in the learners. Through moral development, learners will be exposed to ethics, values of life and human virtues and vices. Through ethics, learners will learn rules of conduct and will be able to differentiate between right and wrong, good and bad. Through values of life, learners will understand that life is God given precious gift to humanity hence it has to be taken care of. Through human virtues and vices, they will understand that the character and conduct of a person is determined by the virtues they uphold. Virtues promote peaceful coexistence, cooperation and unity among individuals.

### Activities for student teachers

#### Activity 1 Analysing methods for teaching ethical issues in different religions

Your lecturer will ask you to:

- 1 study the illustration below







- 2 explain what is happening in the illustrations, in group in terms of virtues and vices in the three religions, in groups
  - 3 present your work using Author's chair method
  - 4 carry out a research on methods for teaching ethical issues of life in different religions, in groups
  - 5 analyse methods for teaching ethical issues of life in different religions using Discussion web method
- Consolidate the activity by focusing on appropriateness of the methods for teaching ethical issues of life in different religions.

### Tips

- Ensure that you begin by finding out what they already know about the methods for teaching of ethical issues of life in different religions.
- Ensure that you involve learners in designing and carrying out researches in order for them to understand this concept.
- Ask learners to provide examples from their everyday experiences on Virtues and values that can be used to improve their character and conduct.
- You may use methods such as *values clarification, research, ball game and discussion web.*

## Activity for learners in primary school

### Activity 2 Exploring human virtues and vices from their communities

- 1 ask learners to research on human virtues and vices within their communities, in groups
- 2 let them report their findings in their groups
- 3 let each group report its findings using Letter to the author method
- 4 consolidate the activity by reflecting on human virtues such as value of life, social justice, selflessness and vices such as suicide, low self-esteem, cowardice and selfishness

### Activity 3 Demonstrating the teaching of moral values in different religions

Your lecturer will ask you to:

- 1 brainstorm methods for teaching moral values in different religions, in groups
  - 2 prepare a 10-15 minute lesson plan on moral values in different religions, in the same groups
  - 3 conduct mini-lessons
  - 4 critique the mini-lessons as a whole class
- Consolidate the activity by focusing on the appropriateness of methods for teaching moral values in different religions.

### Tips

- Give each group a chance to present its mini lesson.
- You may use methods such as *group brainstorming, gallery tour, gallery walk and author's chair.*

## Summary

In this topic, you learnt methods for teaching ethical issues in different religions, ways of teaching human virtues and vices, and the teaching of moral values in different religions.

## Reflection

- 1 How successful were the teaching, learning and assessment methods in this lesson?
- 2 How effective were the resources in this lesson?
- 3 What are the areas I need to improve in this lesson?

## Assessment

- 1 Analyse methods for teaching of ethical issues of life in different religions.
- 2 Examine the ways of teaching human virtues and vices.
- 3 Write a lesson plan on moral values in different religions

## Glossary

**ethics** : code of conduct accepted by the society

**vices** : qualities of conduct not accepted by the society

**virtues** : qualities of conduct accepted by the society

## References

Lovelace, A & White, J (1996). *Beliefs, values and traditions*. Oxford: Heinemann.

Malawi Institute of Education (2008). *Initial Primary Teacher Education (IPTE) Religious education lecturers' book*, Domasi: Malawi Institute of Education.

Mphande, D & Byers, A (2001). *Exploring Religious and moral education book 1*. Oxford: Oxford University Press.

## Further reading

Jenkins, J (1997). *Contemporary moral issues*. Oxford: Heinemann.

Jenkins, J (1996). *Contemporary moral issues*. Oxford: Heinemann.

White, J (1985). *Contemporary moral problems*. New York: West Publishing Company.

## **TOPIC 9** Teaching religious festivals and celebrations

**Time** 3 hours

### **Introduction**

A festival is a day, occasion, season or time of joy, remembrance or celebration due to religious or secular events that happen regularly. A celebration is an act or actual performance of merry-making. Festivals and celebrations in general are characterised by many things such as rituals, stories, fun, singing, dancing, games, recitals, scripture readings, preaching, sharing of materials and gifts.

Through religious festivals and celebrations, people communicate with their creator and also remember important events in life. Children therefore should learn about religious festivals and celebrations for them to be able to communicate and respond to God. Understanding religious festivals and celebrations and their impact helps believers to experience a sense of belonging with other believers and God.

This topic will help you to analyse and demonstrate useful techniques for teaching religious festival and celebrations.

### **Success criteria**

By the end of this topic, you must be able to:

- analyse different techniques for teaching religious festivals and celebrations

- investigate methods for teaching importance of religious festivals and celebrations
- demonstrate the teaching of Religious festivals and celebrations

### **Background information**

People participate in festivals and celebrations in their communities. These festivals and celebrations highlight significant moments in both religious and secular life. Festivals help people to remember important events from the past and share hope for the future. They are times of happiness and joy when people experience a sense of belonging because they feel connected to other believers and to God. Days of preparation for festivals give people a chance to think about the way they are to behave. These practices reflect people's beliefs in practical terms. They renew and strengthen their sense of linkage with a tradition or a belief of their religion, for example, Advent, Lent, Eid-ul-fitr, Eid-ul-Adha, initiation and birth rites. They also help to preserve what is valuable in people's lives and discard those things which are not acceptable in their society. They bring people together as an act of solidarity.

### **Activities for student teachers**

#### **Activity 1 Analysing techniques for teaching Religious festivals and celebrations**

Your lecturer will ask you to:

- 1 explore techniques for teaching religious festivals and celebrations using Survey method
- 2 discuss ways in which each technique can be used when teaching religious festivals and celebrations using Jig-saw method
- 3 prepare resources for teaching of religious festivals and celebrations, in groups
- 4 present their resources using Gallery tour method
- Consolidate the activity by focusing on the appropriateness of the methods and resources.

### Tips

- Use appropriate teaching and assessment methodologies and ICT tools to conduct the activities.
- Use TALULAR as you prepare resources for teaching.
- Ensure that you begin by finding out what the students already know about the topic.
- Ensure that students with learning difficulties are involved in researching out about the Religious festivals and celebrations.

### Activity 2 Demonstrating the teaching of religious festivals and celebrations

Your lecturer will ask you to:

- 1 brainstorm strategies for teaching Religious festivals and celebrations, in groups
- 2 prepare a 10-15 minute lesson on Religious festivals and celebrations, in groups
- 3 conduct mini-lessons using the lesson plans prepared
- 4 observe lesson presentations by fellow students
- 5 critique the mini-lessons
- Consolidate the activity by focusing on appropriateness of the strategies for teaching religious festivals and celebrations.

### Tips

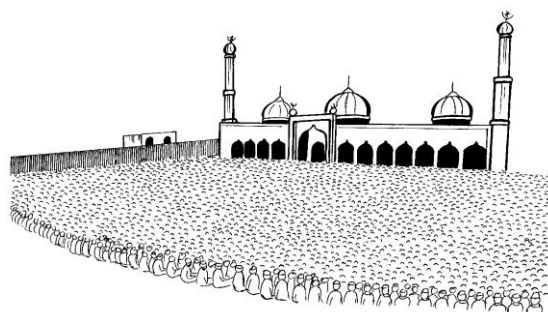
- Allocate one hour for lesson observation.
- Each group should be given a chance to present its mini lesson.
- You may use teaching and learning resources developed in Task 1.
- You may use methods such as *ball game, author's chair, a letter to the author, quick write and gallery tour.*

### Activity for learners in primary school

#### Activity 3 Demonstrating teaching the importance of religious festivals and celebrations

- 1 Study the illustrations below and answer questions that follow, in groups.





- a. Identify religious festivals and celebrations from the illustration in (i) Christianity (ii) Islam (iii) MTR.
- b. Explain the importance of each festival or celebration shown in the illustration.
- 2 Write down religious festivals and celebrations that take place in your communities, using Revolution method.
- 3 Discuss importance of religious festivals and celebration using Fish bowl method.
- 4 Consolidate by reflecting on the importance of religious festivals and celebrations.

## Summary

In this topic, you have learnt techniques for teaching religious festivals and celebrations. You have been exposed to both content and pedagogy on religious festivals and celebrations.

## Reflection

- 1 How best could I have used the teaching, learning and assessment methods in this lesson?
- 2 How successful were the teaching, learning and assessment resources in this lesson?
- 3 What areas do I need to improve this lesson?

## Assessment

- 1 Analyse methods for teaching religious festivals and celebrations.
- 2 Assess methods for teaching the importance of religious festivals and celebrations.
- 3 Write a lesson plan on religious festivals and celebrations

## References

- Lovelace, A & White, J (1996). *Beliefs, values and traditions*. Oxford: Heinemann.
- Malawi Institute of Education, (2008). *Initial Primary Teacher Education (IPTE) Religious education lecturers' book*. Domasi: Malawi Institute of Education.
- Mphande, D & Byers, A (2001). *Exploring Religious and moral education book 1*. Oxford: Oxford University Press.

## Further reading

- Jenkins, J (1997). *Contemporary moral issues*. Oxford: Heinemann.
- Jenkins, J (1996). *Contemporary moral issues*. Oxford: Heinemann.
- White, J (1985). *Contemporary moral problems*. New York: West Publishing Company.

## TOPIC 10

# Teaching cross cutting issues in different religions

**Time** 1 hour

### Introduction

Cross cutting issues are issues that affect every dimension of life. These issues include HIV and AIDS, poverty, violence, drug and substances, human rights, the environment, gender, vulnerability, disabilities, homosexuality and divorce. Cross cutting issues affect the lives of people in the society in a negative way. It is therefore important that children learn about these.

This topic will help you to understand cross cutting issues and their impact and help people to find ways of addressing them in order to make their communities better places to live in.

### Success criteria

By the end of this topic, you must be able to:

- analyse different ways of teaching cross cutting issues
- compile strategies for teaching solutions to cross cutting issues
- examine strategies for teaching Religious responses to cross cutting issues
- demonstrate ways of teaching cross cutting issues

### Background information

People experience cross cutting issues such as HIV and AIDS, drought, substance and drug abuse, gender

based violence and human trafficking in many aspects of their lives, hence the need to address them.

Communities should find causes and solutions to their problems. Some problems cannot be handled by the local communities alone but with external support such as government, Religious groups and other organisations that are concerned with the welfare of people.

### Activities for student teachers

#### Activity 1 Analysing different ways of teaching cross cutting issues

Your lecturer will ask you to:

- 1 use primary school instructional materials on religious education (syllabuses, teachers' guides, learners' books and continuous professional development handbooks) to identify the ways/methods that are used when teaching cross cutting issues in different religions in pairs
  - 2 analyse the appropriateness of each method identified using Discussion web method
  - 3 present your work using Gallery tour method
- Consolidate the activity by highlighting the appropriateness of each method

### Tips

- Ensure that appropriate teaching and assessment methodologies and ICT tools are used.
- Make sure that you begin by finding out what they already know about this concept.
- You may use the methods such as: *Research, Give one-take one, Discussion web* and *Jig-saw*.

### Activity 2 Compiling strategies for teaching solutions to cross cutting issues

Your lecturer will ask you to:

- 1 compile strategies for teaching solutions to cross cutting issues using Make an appointment method.
  - 2 analyse strategies for teaching solutions to cross cutting issues using Raft method.
- Consolidate the activity by focusing on the appropriateness of the methods.

### Activity for learners in primary school

#### Activity 3 Demonstrating the teaching of cross cutting issues

Your lecturer will ask you to:

- 1 ask the learners to identify cross cutting issues affecting their communities using Baobab tree competition method
- 2 ask learners to find solution to the identified cross cutting issues using T-chart method
- 3 report their work using Quick write and Author's chair method

- 4 Consolidate by focusing on appropriate solutions to cross cutting issues.

### Tips

- Give each group a chance to present its work.
- You may use methods such as; *walk around-talk around, research and letter to the author*.

### Activities for student teachers

#### Activity 3 Examining strategies for teaching religious responses to cross cutting issues

Your lecturer will tell you to:

- 1 carry out a research on strategies for teaching religious responses to cross cutting issues in different religions in groups
  - 2 analyse the appropriateness of the strategies for teaching Religious responses to cross cutting issues in different religions using Discussion web method
  - 3 critique the strategies for teaching religious responses to cross cutting issues using Gallery tour
- Consolidate the activity by focusing on the appropriateness of the methods.



### Tips

- Ensure that you begin by finding out what students already know about methods for teaching religious responses to cross cutting issues in different religions.
- Ensure that students are involved in finding out religious responses to cross cutting issues.
- Ask students to provide examples from their everyday experiences on Religious responses to cross cutting issues in different religions.
- You may use methods such as *research, discussion web, quick write and author's chair.*

#### Activity 4 Demonstrating ways of teaching cross cutting issues

Your lecturer will ask you to:

- 1 brainstorm the methods for teaching cross cutting issues in different religions, in groups
  - 2 prepare a 10-15 minute lesson on cross cutting issues in different religions, in the same groups
  - 3 conduct mini-lessons
  - 4 let the students critique the mini-lessons
- Consolidate the activity by focusing on the appropriateness of the methods for teaching cross cutting issues in different religions.

### Tips

- Give each group a chance to present its mini lesson to the class.
- You may use methods such as *brainstorming, walk around-talk around and letter to the author.*

### Summary

In this topic, you have learnt methods for teaching cross cutting issues. You have also learnt strategies for teaching Religious responses to cross cutting issues in different religions.

### Reflection

- 1 How successful were the teaching, learning and assessment methods in this lesson?
- 2 How best could I have taught this lesson?
- 3 How best could I have used teaching, learning and assessment resources in this lesson?
- 4 Which other areas in this lesson do I need to improve on?
- 5 How best could I have prepared my students for their micro teaching?

### Assessment

- 1 Analyse different strategies for teaching religious responses to cross cutting issues.
- 2 Write a lesson plan on cross cutting issues in different religions.
- 3 Compile strategies for teaching solutions to cross cutting issues.

### References

- Jenkins, J (1997). *Contemporary moral issues*. Oxford: Heinemann.
- Lovelace, A & White, J (1996). *Beliefs, values and traditions*. Oxford: Heinemann.
- Malawi Institute of Education (2008). *Initial Primary Teacher Education (IPTE) Religious education lecturers' book*. Domasi: Malawi Institute of Education.



White, J (1985). *Contemporary moral problems*. New York: West Publishing Company.

### **Further reading**

Fageant, J & Mercier, SC (1997). *Skills in Religious studies book 1*. Oxford: Heinemann.

Mercier, SC (1998). *Skills in Religious studies book 3*. Oxford: Heinemann.

Mphande, D & Byers, A (2001). *Exploring Religious and moral education book 1*. Oxford: Oxford University Press.

## TOPIC 11

## Teaching call of Patriarchs

**Time** 3 hours

### Introduction

A Patriarch is a religious leader in Jewish society. In the Bible, the patriarchs were called by God. Examples of these patriarchs include: Abraham, Jacob, Isaac, Moses and Joseph. Learners should learn the call of the patriarchs for them to know that God has special mission for every person.

This topic will help you to be familiar with the teaching of call of the Patriarchs.

### Success criteria

By the end of this topic student teachers must be able to:

- analyse different ways of teaching 'call of patriarchs'
- demonstrate different strategies on the teaching of 'call of patriarchs'

### Background information

People are called by God in different ways such as dreams, visions and other people. In the Bible, Abraham, Isaac, Jacob and Joseph were patriarchs of the Hebrew nation who lived between 2300-1700 BC. God called each of them for a specific mission, for example, Abraham was called to become the father of all nations, Isaac and Jacob were called to complete the promise that God made with Abraham whilst Moses was called to rescue the Israelites from Egyptian bondage. In the New

Testament, Joseph was called to complete the covenant God made with Abraham that he could be the father of all nations.

### Activities for student teachers

#### Activity 1 Analysing different ways of teaching call of the 'Patriarchs' (Abraham, Isaac, Jacob, Moses and Joseph)

Your lecturer will ask you to:

- 1 explore the different methods of teaching 'the call of Patriarchs' using Survey method
  - 2 analyse ways of teaching call of the Patriarchs using Bust Stop method.
- Consolidate the activity by reflecting on the methods of teaching call of the patriarchs.

#### Tips

- You may use the following methods *Ink-think-pair-share, Class brainstorming, class discussion, gallery walk, Role play and Ball game.*
- Give a chance to each group to present.
- You may use the internet searching information on 'Patriarchs'.

### Activity for learners in primary school

#### Activity 2 Demonstrating the teaching of Patriarchs

- 1 In pairs, ask learners to discuss how people are called by God in different positions today.
- 2 Let them report what they have discussed.
- 3 In groups, ask learners to discuss how God called the Patriarchs.

- 4 Let learners present their work to the class using Gallery walk method.
- 5 Consolidate the activity by emphasizing on how each patriarch was called.

### Tips

- Give chance to learners with learning difficulties to present.
- Choose suitable teaching, learning resources and methodologies which best suit the topic and level of learners.
- Choose resources that are learner friendly.
- You may use methods such as *Walk around-talk around, Mix-freeze-pair and Gallery tour.*

## Activity for student teachers

### Activity 3 Demonstrating the teaching the call of the Patriarchs

Your lecturer will ask you to:

- 1 Prepare a 10-15 minute lesson plan on the call of the Patriarchs, in groups.
- 2 Use the lesson plan developed for micro teaching in a demonstration school.
- 3 Critique the micro-lessons.
  - Consolidate the activity by reflecting on the appropriateness of the methods and resources used.

### Tips

- Appropriate teaching and assessment methodologies and ICT tools may be used to conduct the activities.
- Include suitable and relevant teaching and learning resources.
- Be gender sensitive and consider learners with diverse needs.
- You may use methods such as *Ink-pair-share, Gallery walk, K-W-L and Mix-freeze-pair.*

## Summary

In this topic, you have learnt about the teaching of the call of Patriarchs. You have also demonstrated the teaching of the call of the Patriarchs.

## Reflection

- 1 How effective were the teaching, learning and assessment resources in the lesson?
- 2 If given a second chance to teach the same topic, which areas could be improved?

## Assessment

- 1 Develop any three resources that can be used to teach this topic.
- 2 Explain methods that can be used when teaching the call of Patriarchs.

## References

- Anderson, W (1958). *The living world of the old testament*.
- Heaton, EW (1966). *Everyday life in old testament times*. London: Batsford
- Walton, R (ed.) (1970). *A sourcebook of the Bible for teachers*. London: SCM Press

### **Further reading**

MIE (2008). *Bible knowledge teacher's guide for Standard 3*. Domasi: Malawi Institute of Education.

White, EG (1940). *Desire of ages*. California: Pacific Press Publications Association

MIE (1996). *MIITEP student teachers handbook 2*. Domasi: Malawi Institute of Education.

## TOPIC 12 Teaching of the Exodus

**Time** 3 hours

### Introduction

Exodus is the journey of Israelites from Egypt to Canaan. Through this journey, Israelites understood the works of God.

This topic is important in the teaching of Bible Knowledge because it gives insights into how God guides His people.

### Success criteria

By the end of the topic, you must be able to:

- explore different ways of teaching the 'Journey of the Israelites from Egypt to Canaan'
- demonstrate strategies on the teaching of the journey of the Israelites from Egypt to Canaan

### Background information

The Israelites moved from Egypt to Canaan because God commanded them to do so. This did not please Pharaoh since Israelites were a source of cheap labour for the Egyptians. God had to intervene for the Israelites to go back to the Promised Land. In order to force Pharaoh to release Israelites, God sent ten plagues to the Egyptians. It was the tenth plague which was the death of the first born sons that forced Pharaoh to let the Israelites go to Canaan.

The first born sons of Israelites were spared from this plague because their

houses were sprinkled with blood of a lamb without blemish on the door rentals. Sparing of the Israelites houses was called Passover.

### Activities for student teachers

#### Activity 1 Exploring different ways of teaching the journey of the Israelites from Egypt to Canaan

Your lecturer will ask you to:

- 1 explore different methods of teaching the journey of the Israelites from Egypt to Canaan using Walk around-talk around method
  - 2 analyse the identified methods using Silent participant method
- Consolidate by reflecting on the appropriateness of the methods.

#### Tips

- Give chance to each group to present its work.
- Choose suitable teaching, learning resources and methodologies which best suit the topic and level of learners.
- Choose resources that are learner friendly.
- You may use methods such as *think-ink- share, K-W-L, fish bowl, ball bearing, ball game, gallery tour and mix- freeze- pair.*

### Activity for primary school learners

#### Activity 2 Analysing the journey of the Israelites from Egypt to Canaan

- 1 Ask learners to analyse the journey of the Israelites from Egypt to Canaan using Ball Bearing method.

- 2 Show the learners a map showing places and the main events that took place during the Exodus.
- 3 Ask them explain major events that happened during the Exodus using Letter to the author method, in groups.
- 4 Consolidate by focusing on main events during the Exodus.

### Activity for student teacher

#### Activity 3 Exploring methods for the teaching of the 'Exodus'

Your lecturer will ask you to:

- 1 explore teaching methods which can be used to teach the Exodus in groups using Revelation method
- 2 plan for a 10-15 minute mini-lesson in groups
- 3 demonstrate the planned lesson
- 4 critique the lessons presented
- Consolidate the lesson by reflecting on the appropriateness of the methods

#### Tips

- Appropriate teaching and assessment methodologies and ICT tools may be used to conduct the activities.
- Include suitable and relevant teaching and learning resources.
- You may use methods such as *Ink-pair-share*, *Gallery walk*, *K-W-L*, *Mix-freeze-pair* and *Walk around-talk around*.

### Summary

In this topic, you have learnt about the teaching of the journey of Israelites from Egypt to Canaan called the Exodus. You have also demonstrated

the teaching of the journey of Israelites from Egypt to Canaan.

### Reflection

- 1 What are the best methods that I can use to teach the teaching of Exodus?
- 2 Have these methods helped me to teach the topic comfortably?
- 3 Did I find these strategies easy to use in this topic?
- 4 What did I find challenging when teaching this topic of Exodus?
- 5 Which area needs improvement?

### Assessment

- 1 Identify appropriate methods for teaching the topic Exodus.
- 2 Write a lesson plan on the journey of Israelites from Egypt to Canaan.

### References

- Anderson, W (1958). *The living world of the old testament*.
- Heaton, EW (1966). *Everyday life in old testament times*. London: Batsford
- Walton, R (ed.) (1970). *A source book of the Bible for teachers*. London: SCM Press.

### Further reading

- Teacher Development Topic (1996). *MIITEP student teachers handbook 2*. Domasi: Malawi Institute of Education.
- Palmer, RO (1980). *The Christ of the covenants*. New Jersey: Presbyterian and reformation Co. Phillipsburg,
- Bible Society of South Africa (1994). *Good news Bible*. Cape Town: Bible Society of South Africa

Mac Auther (1980). *Study Bible*.  
Michigan: Zondervan corporation  
Grand Rapids.

White, EG (1940). *Desire of ages*.  
California: Pacific Press  
Publications Association

The Bible Societies (1994). *New  
International Version Study Bible*.  
Michigan: Zondervan Corporation  
Grand Rapids.

## TOPIC 13

## Teaching of judges, kings and prophets

**Time** 4 hours

### Introduction

Leaders in communities play an important role. They are there to ensure that communities are functioning. Some of these leaders are traditional leaders, Religious leaders and political leaders. Israelites also had leaders who discharged different roles. Some of them were judges, kings and prophets.

This topic will help you to be familiar with ways of teaching judges, kings and prophets.

### Success criteria

By the end of the topic, you must be able to:

- analyse methods for teaching the meanings of a king, a judge and a prophet
- demonstrate the teaching of the roles of judges, kings and prophets

### Background information

In everyday life, we have people holding different positions and responsibilities like judges, kings and prophets. To understand these positions there is need to discuss similar positions which were there during Biblical history. As these positions are common in the communities where the learners live, they will be able to explore as many positions as possible of similar nature. The learners are supposed to analyse

these positions in terms of functions. They should know who is a judge, a king and a prophet by looking at their roles. In teaching about judges, kings and prophets there is need to ask learners explore relevant examples from the Bible that can help them appreciate the roles these positions play nowadays.

A judge nowadays presides over cases but the judges during the time of Israel were there carrying out God's messages through the prophets. They had charismatic powers. The duties of judges were to settle dispute and minor disagreements. They also protected the rights of the people. Today teachers, chiefs, umpire or referee also act as judges in some situations. Examples of judges who ruled Israel were Gideon, Samson, Debora and Jephthah.

Kings are sovereign rulers of a country or state who inherit the position by right of birth. Their roles are to defend their country from enemies, bring peace where there are misunderstandings, maintain order and live as role models in the society.

In the Bible, kings had divine charisma. Their roles included acting as judges, defending their territories from enemies. They were to enforce rules and commandments of God in their states. They were answerable before God if they had done something wrong for instance King



Saul who was rebuked by Samuel. Ahab was also condemned for his cruel leadership. Kings held the chief authority over the affairs of the temple and led the national worship. The nation of Israel was ruled by several kings. The first king was Saul who was anointed by Samuel. Saul was from the tribe of Benjamin. Saul and David protected the nation of Israel against the Philistines.

David was a king after Saul. He was a son of Jesse and was anointed by Samuel at Bethlehem. God was with David for the rest of his reign for example he defeated the giant Goliath, the ruler of the Philistines. After the death of Goliath, all the Philistines ran away because they knew they had lost the war.

### Activities for student teachers

#### Activity 1 Analysing methods for the teaching the meaning of a king, a judge and a prophet

Your lecturer will ask you to:

- 1 explore methods that can be used to teach the meanings of a judge, a king and a prophet using Think-ink-pair-share method
- 2 analyse the methods identified in 1 using Jig saw method
- Consolidate the activity by focusing on the appropriateness of the methods.

#### Tip

Use appropriate teaching methods such as *Construction blocks, Revolution, K-W-L, Class brainstorming* and *Ball game*.

### Activity for learners in primary school

#### Activity 2 Demonstrating the teaching of kings, judges and prophets

- 1 Ask learners to list leaders they know from their respective homes using Tree Diagram method.
- 2 Ask them to define the following terms: judges, kings and prophets using Think-ink-pair-share method.
- 3 Ask them to classify the leaders into judges, kings and prophets using M-chart method.
- 4 Ask them to present their work to the class for using Gallery tour method.
- 5 Consolidate by emphasizing on correct meanings of judges, kings and prophets.

#### Tip

Use appropriate teaching methods such as *construction blocks, revolution, K-W-L, class brainstorming, quick-write, group brainstorming* and *ball game*.

### Activity for student teachers

#### Activity 2 Demonstrating the teaching of the roles of judges, kings and prophets

Your lecturer will ask you to:

- 1 design a 10-15 minute lesson on roles of judges, kings and prophets
- 2 present your mini lessons
- 3 critique the mini lessons
- Consolidate by focusing on the appropriateness of the methods.

### Tips

- Remember to have exhibitors in the work station to explain what the group had discussed
- Allow the exhibitor to also move around the other working stations so that they should also learn something from what the other groups had done.

### Summary

In this topic, you learnt about kings, prophets and judges, whose roles were as follows: judges-to assist in solving disagreements by the guide of spiritual power, kings-to protect the nation of Israel from aggressive nations for example, David or Saul was against the Philistines and the prophets-rebuked Israel for disobeying God and for warning Israel of the danger coming ahead of them. The prophets also gave other messages from God to Israel.

### Reflection

- 1 Which methods helped me to teach the topic effectively?
- 2 How challenging was the teaching of the topic 'judges, kings and prophets'?
- 3 Which area needs improvement?
- 4 Did I include learners with diverse needs in the lesson?

### Assessment

- 1 Analyse methods for teaching judges, kings and prophets.
- 2 Explain ways in which you can use the following methods to teach judges, kings and prophets of Israel
  - a. Tree Diagram
  - b. Jig Saw

- c. M-chart
- d. Gallery Tour

### References

- Teacher Development Topic (1996)  
*MIITEP student teachers handbook 2*.  
Domasi: Malawi Institute of Education.
- Heaton, EW (1966). *Everyday life in Old Testament times*. London: BT Batsford.
- Walton, R (ed) (1970). *A source book of the Bible for teachers*. London: SCM Press.
- Anderson, W (1958). *The Living World of the Old Testament*.
- White, EG (1940). *Desire of ages*.  
California: Pacific Press Publications Association.
- Malawi Institute of Education (2008).  
*Bible Knowledge for Standard 7*.  
Domasi: Malawi Institute of Education.

### Further reading

- Palmer, R (1980). *The Christ of the covenants*. Presbyterian and reformation Co. Phillipsburg, New Jersey
- Bible Society of South Africa (1994).  
*Good news Bible*. Cape Town: Bible Society of South Africa.
- Mac Auther (1980). *Study Bible*.  
Zondervan corporation Grand Rapids: Michigan.
- The Bible society of America (1994).  
*Good News Bible*. New York: Happer Collins.
- The Bible Societies (1994). *New International Version Study Bible*.  
Zondervan Corporation Grand Rapids: Michigan.

## TOPIC 14 Teaching of birth and childhood of Jesus

**Time** 2 hours

### Introduction

Jesus Christ was born in Bethlehem as foretold by prophets. His parents were Joseph and Mary. Joseph was from the line of King David. Jesus was born of Virgin Mary through the power of Holy Spirit. He lived with his parents in Nazareth throughout his childhood.

This topic discusses birth and childhood of Jesus. It is important to learn this as it will help you to emulate good morals from the life of Jesus.

### Success criteria

By the end of this topic, you must be able to:

- analyse methods for teaching the birth of Jesus
- demonstrate different strategies on the teaching of the birth of Jesus

### Background information

There was a time when Rome was a super power and the Emperor called for a census with an intention of knowing number of men in each province under its jurisdiction. Joseph as a descendant of David had to go to Bethlehem for the census. He brought with him Mary whom he had betrothed and she was pregnant. It was during this time that Jesus was born. He was born of Virgin Mary in a manger through the power of the Holy Spirit (Luke 2:21-52). After eight days,

he was presented in the Temple and circumcised according to the Law of Moses. When Jesus was at the age of 12, his parents found him teaching the rabbis in the temple in Jerusalem.

### Activities for student teachers

#### Activity 1 Analysing methods for teaching the birth of Jesus Christ

Your lecturer will tell you to:

- 1 identify methods for teaching the birth of Jesus Christ using Revolution method
  - 2 analyse the identified methods using Trade a Problem method
- Consolidate by emphasizing on the appropriateness of the methods for teaching the birth of Jesus Christ

#### Tips

- Read Bible commentaries on the birth of Jesus Christ
- You may use the following methods: *one stay-three stay, storytelling, songs, ball bearing and ball game.*
- Search information on the birth of Jesus.
- Ensure that learners with learning difficulties are assisted in the use of internet.

#### Activity 2 Demonstrating techniques for the teaching of the birth and childhood of Jesus

Your lecturer will ask you to:

- 1 prepare a mini lesson on the birth and childhood of Jesus Christ
- 2 present the mini-lessons

- 3 critique the presented lessons
- Consolidate by emphasizing on the appropriateness of techniques for teaching birth and the child of Jesus Christ.

### Tips

- Read Bible commentaries in the library that explains the birth and childhood of Jesus Christ.
- Search on the internet more resources on the birth and the childhood of Jesus.

### Activity for learners in primary school

#### Activity 3 Narrating the story of the birth of Jesus Christ

- 1 In groups, ask learners to narrate the story of the birth of Jesus Christ.
- 2 Ask them to explain ways in which the birth of Jesus is different from other births using Pens in the middle method.
- 3 Ask them to role play the birth of Jesus.
- 4 Consolidate by emphasising on the birth of Jesus Christ.

### Tips

- Give a chance to each group to present their work.
- You may use methods such as *Story-telling, Songs and Jig-saw puzzle.*

### Summary

In this topic you have learnt that the birth of Jesus Christ was not ordinary. You have also learnt appropriate ways of teaching the birth of Jesus Christ.

### Reflection

- 1 How effective were the teaching, learning and assessment resources in the lesson?
- 2 If given a second chance to teach the same topic, which areas could be improved?

### Assessment

- 1 Describe methods that can be used for teaching the story of the birth and childhood of Jesus Christ.
- 2 Develop a lesson plan on the story of the birth and childhood of Jesus Christ.

### References

- Dold, B (1989). *Religion around us*. Harlow: Longman Ltd.
- Holms, J (2000). *Teaching religion in schools*. London: Oxford University.
- Mphande DK, (2009). *Target in junior secondary Bible Knowledge*. Blantyre: Bookland International.
- Turner, P (1980). *The Bible story*. Oxford: Oxford University Press.