

Initial Primary Teacher Education

Religious studies

Module 2



Malawi Institute of Education

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Prepared and published by

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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 purpose of quality education is based on many factors and good quality 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

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Introduction

The purpose of the 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 endeavours to educate teachers in sufficient numbers, continually develop their professional 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

Religious studies has two parts; Bible knowledge and Religious education. It promotes understanding of God. Religious studies enables student teachers to understand the role played by the spiritual dimension of life. The teaching of this subject is essential for the physical, mental, social, cultural, economic and moral development of a child. The subject also addresses issues that are critical to the development of Malawi such as HIV and AIDS, poverty, ethics and moral values, conflict, human rights, corruption, gender and violence.

Teacher education philosophy

The process and implementation of this review is being guided by the teacher education philosophy which states: *"To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity"*.

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 special focus on methods for upper classes	Out in teaching practice schools, practising teaching mainly in the lower classes	Out in teaching practise 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 2		
Topic	Allocated time in hours	Core element
Application of religious thinking and feelings in a child in the teaching of religious studies		
Teaching of religious symbols and artefacts		
Teaching of the teachings of Jesus		
Teaching of the arrest, crucifixion and resurrection of Jesus		
Teaching of the ministry of Jesus		
Teaching of Christian approaches to contemporary issues		

TOPIC 1

Application of religious thinking and feelings in a child in the teaching of religious studies

Time 3 hours

Introduction

Children are born without a religion but acquire the thinking and feelings about religion as they grow. As a teacher, it is important for you to understand the developmental stages in religious thinking and feelings in children. This will assist you to select appropriate resources and strategies when planning your Bible knowledge and religious education lessons.

Success criteria

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

- analyse the application of religious thinking in a child in the teaching of religious studies
- explore the application of religious feelings in a child in the teaching of religious studies
- assess the development of religious thinking and feelings in children

Back ground information

Children acquire and develop feelings and thinking about a religion in stages. This process is gradual and acquired through experience as children grow from childhood to adult hood.

Stages of religious thinking in children

1 Intuitive religious thinking or preoperational stage

Children in this stage are between 2 and 7 years. The following are some

of the characteristics of children at this stage:

- A child deals with one problem at a time. This is because he/she has short attention span and forgets things easily.
- A child does not reverse thought or lacks change of thought and cannot work back from the conclusion reached.
- Mostly imitates what s/he sees and therefore tends to oversimplify situations.
- Mostly memorises and recites things without understanding them.

2 Concrete operational stage from 8 to 11 years old

The following are some of the characteristics of this stage.

- A child's thinking is mostly limited by tangible elements of the situations. Thus a child does not think beyond what she or he can see or does not understand abstract concepts and can't interpret symbols.
- A child can reverse his or her thought.
- A child can apply logic and is capable of checking the results of his or her thinking to a certain degree.

3 Formal operational stage which is from 12 years and above

The following are some of the characteristics of this stage. The child can:

- interpret symbols, for example understands what baptism symbolises in Christianity
- reverse facts
- use theories
- widen the scope of understanding
- try to be independent
- think consistently
- reject and accept with reasoning

Religious feelings in children

Feelings are part of human life. People learn moral and spiritual values through feelings and emotions. Feelings that develop at an early age have an impact in one's religious values and beliefs later. As a teachers it is important for you to understand that children begin to reflect on their own feelings of pleasure, pain, wonder, mystery and beauty in their environment at an early age.

Stages of religious feelings in children

1 Sensory perception stage (0-2 years)

The following are characteristics of children's religious feelings at this stage:

- they make simple identifications such as people, objects, buildings, places, forms of dressing, food, occasions and events
- they develop trust in parents, family members and close relatives

2 Sensory motor/intuitive stage (2-7 years)

The following are characteristics of children's feelings at this stage:

- they develop curiosity about their own feelings, people, food, buildings, places, forms of dress,

objects, occasion and events that have special importance

- they develop trust in God through their parents (parents are a mirror of God to the children)

3 Concrete operational stage (8-11 years)

The following are characteristic of children's feelings at this stage:

- they have feeling of punishment by both parents and God
- they are troubled by the fact that things do not always go according to their will or plan

4 Formal operational stage (12 years and above)

The following are characteristics of children's feelings at this stage:

- self identity
- challenge those around them for justice
- seek personal connection and also in scripture
- they develop gang spirit ie they feel good with peers

Children's emotions and feelings develop rapidly as they grow from one stage to another.

Roles of feelings in children

The following are some of the roles of feelings in children:

- assist children to think more deeply about their experience of being human
- children are able to think in more abstract terms
- enable a child to understand basic ideas underlying authority, destiny, faith and salvation

- help children to understand ways in which religious practices and beliefs are expressed
- help children to perceive how religious practices are closely related with those of human experiences.

Role of religion in developing religious feelings in children

Religious institutions guide children to develop religious feelings in the following ways:

- offering guidance and counselling such as helping them acquire essential life skills
- offering recreation services so that they don't drift into activities such as drug and substance abuse which will put their lives at risk
- allowing them to create or join clubs where they can discuss and share ideas on matters affecting them
- involving the youth in social-economic programmes such as income-generating activities

This topic will help teachers to present accurate information to learners based on stages of a child's religious thinking. In addition, it will also help teachers develop positive character traits which will help to promote religious feelings in children.

Understanding of religious thinking and feelings in children will help teachers to choose appropriate strategies such as stories and case studies for learners to reflect on their daily experiences.

Tasks

Task 1 Analysing the application of religious thinking in a child in the teaching of religious thinking

As teachers, it is important to understand that a child develops religious thinking in stages. As you plan to teach, it is important to consider these developmental stages which will help you to choose appropriate strategies, resources and assessment procedures.

Activity 1 Reflecting on the application of religious thinking in children in the teaching of Religious education and Bible knowledge

- 1 Share your experiences on how learners in your classes at the teaching practice school expressed their religious thinking and feelings using Fish bowl method.
- 2 Explain ways in which learners religious thinking and feelings affected your lesson delivery in religious education and Bible knowledge using Letter to the Author method.
- 3 In groups, plan activities showing application of religious thinking and feelings in children when teaching religious and Bible knowledge.
- 4 Demonstrate the planned activities.
- 5 Critique the demonstration lessons by focussing on how each group has applied religious thinking and feelings in children.
- 6 Consolidate by emphasizing on the importance of applying religious

thinking and feelings in children when planning and teaching religious education and/or Bible knowledge.

Activity 2 Analysing stages and characteristics of a child's religious thinking

- 1 Search information on the internet and from other instructional materials about stages and characteristics of a child's religious thinking.
- 2 Analyse each stage of a child's religious thinking using Gallery walk method.
- 3 Analyse ways in which teachers can apply knowledge of a child's religious thinking in the teaching of Bible knowledge and/or religious education using One stay-three stray method.
- 4 Consolidate by focusing on appropriate ways of applying religious thinking in a child in the teaching of Bible knowledge and/or religious education.

Tips

- You may use books such as ODL religious studies handbooks, IPTE student teachers handbook, lecturers' handbooks, religious education teachers' guides and learners' books.
- You may also use methods such as Research, Walk around-talk around, Baobab tree competition and Author's chair.

Task 2 Exploring the application of religious feelings in a child in the teaching of Bible knowledge/Religious education

Teachers need to understand that children start to develop religious feelings at an early age. As children grow, there are a number of factors that influence this development such as the family and peers. As a teacher, it is important to take these factors into consideration when planning.

Activity Exploring application of religious feelings in children in the teaching of Religious education

- 1 Carry out book and/or internet research on ways in which children develop religious feelings.
- 2 Analyse ways in which a teacher can apply religious feelings in children in the teaching of Bible knowledge and/or Religious education, using RAFT method.
- 3 Present the findings using Gallery tour.
- 4 Consolidate by affirming appropriate ways of applying religious feelings in children in the teaching of Bible knowledge and/or Religious education.

Tips

- You may use books such as Religious Studies module 1 for ODL, IPTE lecturers hand books.
- You may also use strategies such as Author's chair, Fish bowl and Think-pair-share.

Task 3 Assessing the development of religious thinking and feelings in children

It is important for teachers to devise ways of assessing the development of religious thinking and feelings in children. This will help a teacher to consider appropriate resources and methodologies to cater for learners' diverse needs when teaching Religious education and/or Bible knowledge.

Activity 1 Assessing the development of religious thinking and feelings in children

- 1 Exploring ways of assessing the development of religious thinking and feelings in children using Survey method.
- 2 In groups, develop research tools for assessing development of religious thinking and feelings in children of different age groups and in different classes.
- 3 Carry out a research using the research tools developed to assess development of religious thinking and feelings in children.
- 4 Present the research findings using Gallery tour method.
- 5 Consolidate by emphasizing on factors that contribute to religious thinking and feelings in children.

Tips

- You may also use strategies such as Role play, Storytelling, Drama, Enter-educate and Ball game.
- You may also use resources such as cassettes, songs, Bible stories and folk tales.
- Make sure that both boys and girls are actively involved in the research.

Activity 2 Applying the knowledge of the development of religious thinking and feelings in Bible knowledge or Religious education in different classes

- 1 In groups, brainstorm ways of applying knowledge of the development of religious thinking and feelings in children in a lesson.
- 2 Prepare mini lessons focussing on the application of religious thinking and feelings in children in different classes.
- 3 Present the mini lessons by reflecting on ways in which the teacher applied knowledge of religious thinking and feelings in children when teaching.
- 4 Critique the mini lessons by reflecting on ways in which the teachers have applied knowledge of religious thinking and feelings in children when teaching.

Unit summary

Children develop thinking and feelings about a religion gradually as they grow. The knowledge and skills gained will assist teachers to use strategies and resources that are appropriate with the age of the learners. This will also help

teachers avoid indoctrinating the learners.

Assessment and reflection

- 1 Why is it important for a teacher to understand the religious developmental stages of a child?
- 2 Why are stories important in the development of religious feelings in learners?
- 3 Explain ways in which a teacher can assess development of religious thinking and feelings in learners.
- 4 Were the procedures to analyse religious thinking and feelings in children effective?
- 5 Am I able to apply religious thinking and feelings in children in the teaching of Bible knowledge and/or Religious education?
- 6 How best can I use knowledge of children's religious thinking and feelings to improve teaching?

Glossary

- intuition** : understanding things through feelings, not reasoning
- mystery** : that which is beyond human understanding
- sensory motor** : development stage between 0-2 years
- indoctrination** : a process of inculcating in a person in ideas and attitudes without critical thinking

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Further reading

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- Journal of Religious Education contents-ACU@ <https://www.acu.edu.au/-data/assets/pdf-file/.../JRE-593-2011-full-version->
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TOPIC 2 Teaching of religious symbols and artefacts

Time 3 hours

Introduction

A symbol is something that stands for another thing. An artifact is any object that has been made. Children should learn about religious symbols and artefacts because they affect their everyday experiences through attitudes, beliefs and expressions. Through religious symbols and artefacts, people are able to communicate with their Creator and even with fellow human beings.

The teaching of religious symbols, artefacts and their impact will help learners to experience a sense of belonging with other believers and God. It is therefore important for teachers to consider appropriate strategies which would assist learners understand religious symbols and artifacts.

Success criteria

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

- explore methods for teaching religious symbols and artefacts
- analyse techniques for teaching the use of religious symbols and artefacts
- demonstrate the teaching of religious symbols and artefacts

Background information

People use symbols and artefacts in their different religions. These

religious symbols and artefacts are used to pass on religious facts, ideas and feelings. Teachers should explore religious symbols and artifacts used in different religions and find their meanings.

Teachers should devise different activities which would help learners examine the importance of religious symbols and artifacts used in different religions. This will help learners appreciate the influence of religious symbols and artifacts in their everyday life.

This can be achieved if teachers select appropriate strategies and resources when teaching the topic.

Tasks

Task 1 Exploring methods for teaching religious symbols and artefacts

Teachers need to explore appropriate methods for learners to identify and describe religious symbols and artefacts in their communities.

Activity 1 Reflecting on the teaching of religious symbols and artefacts

- 1 Mention religious symbols and artefacts found in the communities around your teaching practice schools using Revolution method.
- 2 Choose one religious symbol and artefact and draw it on chart paper in groups.

- 3 In groups, prepare a 10 minute mini lesson from any class on the topic religious symbols and artefacts using the drawings in 2 as teaching, learning and assessment resources.
- 4 Devise a rubric to assess learners understanding on the planned topic.
- 5 Present the mini lesson.
- 6 Critique the mini lessons by focusing on how each group has used the resources when teaching.
- 7 Describe ways in which you would improve the lesson presentations using religious symbols and artefacts found in the local communities using Quick write and Author's char.
- 8 Consolidate by emphasizing on the importance of using religious symbols and artefacts found in the local communities when teaching.

Activity 2 Exploring methods for teaching religious symbols and artefacts

- 1 In groups, carryout book research to establish different methods used in primary school instructional materials on the topic.
- 2 Report their findings using Gallery tour methods.
- 3 Analyse the relevance of the methods using Jig-saw method.
- 4 Consolidate by emphasizing on the importance of analyzing suitability of methods used in the primary instructional materials.

Activity 3 Evaluating methods for teaching religious symbols and artefacts

- 1 Identify relevant methods for teaching religious symbols and artefacts using Survey method.
- 2 Analyse the methods for teaching religious symbols and artefacts using Bus stop method.
- 3 Consolidate by confirming the appropriateness of the methods for teaching religious symbols and artefacts.

Tips

- Use ICT to conduct the activities.
- Consider what the children already know about this topic.
- You may also use methods such as Walk around-talk around, Ball game and Baobab tree competition.

Task 2 Analysing techniques for teaching the use of religious symbols and artefacts

Religious symbols and artefacts assist learners to understand religion. It is therefore important that teachers should examine suitable techniques for teaching religious symbols and artefacts.

Activity 1 Analysing techniques for teaching the use of religious symbols and artefacts

- 1 Carry out research within the communities on the use of religious symbols and artefacts.
- 2 Report your findings using Gallery walk method.
- 3 In groups, analyse merits and demerits of Research method or

any other method used as a technique for teaching religious symbols and artefacts using T-chart method.

- 4 Report your analysis using Author's chair method.
- 5 Consolidate the activity by reflecting on the use of religious symbols and artefacts in the communities.

Activity 2 Modelling religious symbols and artefacts

- 1 In groups, brainstorm religious symbols and artefacts.
- 2 Brainstorm materials which can be used for modelling religious symbols and artefacts.
- 3 In the same groups, choose one religious symbol and artefact and model them.
- 4 Display the models using Gallery walk method.
- 5 Discuss ways in which a teacher can use the models in the teaching of Religious education and/or Bible knowledge, using Pens in the middle method.
- 6 Consolidate by emphasizing on the importance of using models in the teaching of religious education and/or Bible knowledge.

Task 3 Demonstrating the teaching of religious symbols and artefacts

Teachers need to practice ways in which they can demonstrate to learners the use of religious symbols and artefacts. It is also important to include appropriate methods and resources in the demonstrations.

Activity Conducting mini lessons on religious symbols and artefacts using the models

- 1 Brainstorm the methods that you would use to teach religious symbols and artefacts using the models.
- 2 Prepare a 10-15 minute lesson plan on the topic religious symbols and artefacts using models of religious symbols and artefacts as resources.
- 3 Conduct the mini lessons using the lesson plans prepared.
- 4 Critique the mini lessons.
- 5 Consolidate by reflecting on the appropriateness of using the models as resources.

Tips

- Give each group a chance to present its mini lesson to the class.
- You may also use models developed in Task 1.
- You may also use methods such as Research, Gallery walk, Card collection, Clustering and Quick write.

Summary

In this topic, you have learnt methods and techniques for teaching religious symbols and artefacts. This is important because it will assist you to teach religious symbols and artefacts with ease. It will also assist the learners to learn these concepts easily.

Assessment and reflection

- 1 What is the importance of using models in the teaching of religious symbols and artefacts?

- 2 Analyse techniques for teaching the use of religious symbols and artefacts.
- 3 How successful were the teaching, learning and assessment methods used in the topic?
- 4 How best could you have used the teaching, learning and assessment methods and resources when teaching the topic?

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TOPIC 3

Teaching of the teachings of Jesus

Time 3 hours

Introduction

Jesus used several approaches to convey the message of God during His ministry. His choice of approach depended on the nature of audience and intention. In many instances He performed miracles as one way of teaching the message of God. At times Jesus used parables to put across His message.

In this unit, you will examine ways of teaching the teachings of Jesus through miracles over nature and use of parables. The knowledge gained would help you to effectively assist learners to critically analyse the teachings of Jesus. In turn, the learners will be sympathetic and helpful to other people in need.

Success criteria

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

- examine different ways of teaching the teachings of Jesus through miracles over nature
- analyse different ways of teaching the teachings of Jesus through parables
- demonstrate different ways of teaching the teachings of Jesus

Background information

Jesus performed many miracles as one way of spreading the message of God to people. He performed these

miracles out of mercy, on request and out of sympathy.

The Bible gives several examples of miracles that Jesus performed. He performed some miracles over nature. For example, He walked on water and calmed the storm on the sea.

At first, the disciples thought He was a ghost considering that no human being could walk on water. The fact that Jesus walked on water and calmed the storm on the sea is a clear demonstration that He has powers over nature.

In addition, Jesus used parables to illustrate religious teachings during His ministry. In order to develop learners' understanding of Jesus' use of parables, it is important for teachers to use appropriate strategies for learners to understand the meaning behind the parables.

Some of the parables to be analysed include; the parable of the Good Samaritan, the parable of the two sons, the parable of the prodigal son, the parable of the lost coin and the parable of the vineyard. Student-teachers must also analyse ways of teaching the ministry of Jesus through miracles over nature and use of parables. Teachers should design methodologies that promote independent thinking in the learners.

They should also demonstrate ways of applying the methodologies in a classroom situation by conducting mini lessons and assess learners' understanding.

Tasks

Task 1 Analysing different ways of teaching the teachings of Jesus

Jesus used a variety of approaches when teaching the word of God. Likewise, teachers should carefully choose suitable ways of teaching the teachings of Jesus in order for learners to understand the meanings behind His teachings.

Activity 1 Reflecting on teaching of the teachings of Jesus

- 1 Narrate stories about teachings of Jesus told by learners at your teaching practice school using Fish bowl method.
- 2 Find out from the primary school instructional materials, stories about Jesus teachings that are related to ones told by the learners using T-chart method.
- 3 In groups, describe ways in which you would use learners' experiences on the teachings of Jesus when teaching the topic 'Jesus teachings through miracles or parables, using RAFT method.
- 4 Present your findings using Gallery tour method.
- 5 Consolidate by emphasizing on the correct ways of using learners experiences when planning and teaching the topic.

Activity 2 Examining miracles performed by Jesus over nature

- 1 Examine the following miracles performed by Jesus over nature using Gallery walk method:
 - a) walking on water.
 - b) commanding a heavy storm on the sea to stop.
- 2 Write a summary of key messages from each miracle using Letter to the Author method.
- 3 Consolidate the activity by highlighting key messages from the miracles.

Activity 3 Examining different ways of teaching the teachings of Jesus through miracles over nature

- 1 Examine each of the following miracles performed by Jesus over nature using Gallery walk method.
 - a) Jesus walking on water
 - b) Jesus commanding a heavy storm on the sea to stop.
- 2 Explore different ways of teaching the teachings of Jesus through miracles over nature using Revolution method.
- 3 Plan how the identified ways will be used to teach the teachings of Jesus through miracles over nature using Trade a problem method.
- 4 Demonstrate ways in which the identified ways would be used in teaching the teachings of Jesus through miracles over nature.
- 5 Consolidate by reflecting on the usage of each way.

Tips

- Each miracle may be taught in a single lesson in primary school.
- You may also use the following methods: Walk around-talk around, Paired reading, Paired summarising, One stay-three stray, Quick write and Author's chair.
- Ensure that physically challenged learners are fully involved in the activities.

Activity 4 Analysing different ways of teaching the teachings of Jesus through parables

- 1 Exploring different ways of teaching the teachings of Jesus through parables using Make an appointment method.
- 2 Using Jig saw method analyse each of the following parables:
 - a) the parable of the Good Samaritan (Luke 10: 25-37)
 - b) the parable of the two sons (Matthew 21:28-31)
 - c) the parable of the prodigal son (Luke 15: 11-32)
 - d) the parable of the vineyard (Luke 8: 4-21)
- 3 Write key messages from each parable using Quick write method.
- 4 Present the key messages using Author's chair method.
- 5 Consolidate by reflecting on the effectiveness of each way.

Tips

- Teaching more than one parable in a single lesson in primary school might confuse learners unless better techniques are used.
- You may also use the following methods Gallery tour, T-chart, Press conference and Ball game.
- Use microphone(s) or model(s) of microphone during the press conference.

Task 2 Demonstrating ways of teaching the teachings of Jesus

It is important to practice different ways of teaching the teachings of Jesus in order to identify possible challenges and rectify them. This will help teachers to improve their practices in the classroom.

Activity Conducting mini lessons on teachings of Jesus

- 1 In groups, prepare mini lessons on any of the parables.
- 2 Prepare appropriate resources for the mini lessons.
- 3 Prepare assessment tools for assessing learners on the topic.
- 4 Present the mini lessons.
- 5 Critique the mini lessons.
- 6 Consolidate by reflecting on the effectiveness of the methods used in the mini lessons.

Tips

- You will need to prepare resources for this lesson in advance.
- Ensure that both boys and girls are equally involved in the presentations.
- Consider learners with diverse needs when planning the lesson

Summary

Every good teacher thinks critically how best to relay the intended message to the audience. Jesus too was skillful in the choice of approach to put a cross His message to the people. He performed several miracles over nature as one way of illustrating that he had powers over nature. He used parables when teaching the word of God to illustrate a religious abstract concept. Similarly, Bible knowledge teachers should thoughtfully explore appropriate ways of teaching the teachings of Jesus in order to make learners understand Jesus teachings and apply the messages in real life situations for them to develop as moral beings. One way of measuring learners' understanding on the topic is through development and use of assessment tools.

Below is a sample of an observation checklist which can be used to assess learners' understanding.

Subject: Bible knowledge

Topic: The parable of the Good Samaritan

Name: Ivy Jossam Std: 5

Item	Yes	No	Comment
Is the learner able to:			
1 identify all the main characters in the story?			
2 explain roles played by the main characters in the story?			
3 narrate the story logically?			
4 explain the meaning of the story?			
5 relate the story to daily life experiences?			

Note: In large classes, randomly assess the learners, keep their records and continue in subsequent lessons until all the learners have been assessed.

Assessment and reflection

- 1 State any **four** participatory methods that can be used to teach the teachings of Jesus through:
 - a) miracles over nature
 - b) parables
- 2 Choose any **two** methods and outline the procedure a teacher can follow when teaching each of the following teachings of Jesus through:
 - a) miracles over nature
 - b) parables
- 3 Explain any **three** ways in which a teacher can promote critical thinking in the learners when teaching the teachings of Jesus through miracles/parables.
- 4 Am I able to analyse each miracle and suggest appropriate methodologies to teach it?

- 5 Am I able to plan a lesson on the teachings of Jesus through miracles/parables?

Glossary

- miracle : unnatural act or event caused by God
- parable : story which uses everyday events to illustrate a religious or moral point
- storm : heavy wind

References

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Further reading

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- <http://www.padfield.com/acrobat/taylor/parables.pdf>
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TOPIC 4

Teaching of the arrest, trial, crucifixion, death and resurrection of Jesus

Time 6 hours

Introduction

The teachings of Jesus displeased the Jewish religious leaders, the Pharisees and the Chief Priests. He was accused of inciting a revolt against the Roman authorities and blasphemy. They plotted to arrest Him. The anger of the Jewish leaders was heightened when Jesus chased away traders and turned over their tables in the Temple of Jerusalem soon after His triumphal entry into the city. Jesus was then arrested during the Passover and later He was tried, crucified and died. He resurrected after three days.

In this unit, you will explore and analyse different methods of teaching the arrest, trial, crucifixion, death and resurrection of Jesus. You will also conduct mini lessons. The skills gained would assist you to effectively guide learners to understand the topic.

Success criteria

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

- analyse methods for teaching of arrest, trial, crucifixion, death and resurrection of Jesus
- demonstrate techniques for the teaching of arrest, trial, crucifixion, death and resurrection of Jesus
- reflect on the lesson presentation on the arrest, trial, crucifixion, death and resurrection of Jesus

Background Information

Jesus triumphant entry into Jerusalem (Matthew 21:1-17, Mark 11: 1-19, Luke 19:28-48, John 12: 12-19)

Jesus entered the Holy city of Jerusalem on the first day of the Passion Week. He entered the city in a humble manner while riding on a donkey. People showed their respect to Him by spreading their clothes and tree branches on the road. They were singing in praise of God. His entry into Jerusalem testified that He was a Messiah.

The arrest of Jesus (Matthew 26:47-56, Luke 22:47-53)

Jesus told His disciples at the Passover feast about the plot to arrest Him. He revealed that one of the disciples would betray Him. Jesus took His disciples to Gethsemane to pray after the Passover feast. After praying for the third time, Judas, one of His disciples betrayed Him by handing Him over to chief priests, officers of the temple guards and elders to arrest Him.

The trial of Jesus (Matthew 27:11-26, Luke 22:66-71, Luke 23:1-25)

Before the Chief Priest, Jesus was accused of blasphemy, a crime whose punishment was death. The Jewish leaders knowing that they could not pass such judgment, they sent Jesus to Pilate who was a Roman Governor. However, the Jewish leaders changed the accusations against Jesus from religious to political.

For instance, He was accused of stirring people all over Judea to revolt against the Roman rule by His teachings, refused to pay tax and called Himself a king. Then Pilate realising that Jesus was coming from Galilee, he sent him to Herod who later sent him back to Pilate. Pilate called the chief priests, rulers and the people and told them that Jesus did not commit any offence deserving a death sentence but the people insisted that He should be crucified and Barabbas be released instead. Pilate released Barabbas and handed over Jesus to the people.

The crucifixion and death of Jesus (Matthew 27: 32-66, Mark: 15:12-32, Luke 23: 26-55, John 19:16-19)

Jesus was forced to carry a cross to Golgotha where he was to be crucified. He got tired and failed to carry the cross and Simon of Cyrene assisted Him to carry the cross up to Golgotha.

An inscription was placed on top of His cross reading; "This is Jesus, the king of the Jews." Soldiers then shared His clothes and casted lots for His cloak. He was mocked by many people including one of the two criminals who were crucified together with Him. The other criminal asked for forgiveness and Jesus promised him salvation. There was darkness all over the land for three hours then Jesus cried out and died. After His death, a curtain in the temple was torn into two parts. The earth shook, rocks were split, tombs were opened and bodies of the saints were raised and seen

walking in the city of Jerusalem. Many people were filled with awe and believed that indeed Jesus was the son of God.

Joseph of Arimathea went to Pontius Pilate asking for the body of Jesus. He buried the body in his own new tomb. Mary of Magdalene and Mary the mother of Jesus witnessed the burial of Jesus.

Resurrection of Jesus (Matthew 28: 1-20, Luke 24: 1-49, John 20: 1-29)

Jesus told His disciples before His death that He would resurrect on the third day. The women were the first to visit His tomb and found that the stone at the tomb was rolled away and did not find the body of Jesus in the tomb. These women included Mary Magdalene, Joana and Mary mother of James. Later, Jesus appeared to two men who were going to Emmaus and He also appeared to His disciples who were gathered in the upper room in Jerusalem. The men were frightened thinking that they had seen a ghost. He showed them the scars in His hands and feet as proof that He had risen.

Teachers should ensure that they devise activities that would make learners easily understand and appreciate arrest, trial, crucifixion, death and resurrection of Jesus.

It is therefore important for teachers to carefully select methodologies, resources and technologies that would promote learners understanding on the topic.

Tasks

Task 1 Analysing methods for teaching of the arrest, trial, crucifixion, death and resurrection of Jesus

Teachers need to use methods that are appropriate for teaching the arrest, trial, crucifixion, death and resurrection of Jesus. This would help learners to easily understand the events.

Activity 1 Analysing Jesus triumphal entry into Jerusalem

- 1 Share your experiences on how important visitors were welcomed at your teaching practice schools using Letter to the author method.
- 2 Report their experiences using Letter to the author method.
- 3 Analyse Jesus' triumphal entry into Jerusalem, using One stay-three stray method.
- 4 In groups, role play Jesus Triumphal entry into Jerusalem.
- 5 Explain key messages gathered from the role play using Quick write method.
- 6 Present the key messages using Author's chair method.
- 7 Consolidate by emphasizing on main events during Jesus' triumphal entry into Jerusalem.

Activity 2 Analysing methods for the teaching of Jesus' triumphant entry into Jerusalem

- 1 Explore different methods for teaching Jesus triumphant entry into Jerusalem, using Ball game method.

- 2 Analyse the appropriateness of each method using Gallery walk method.
- 3 Consolidate by reflecting on the effectiveness of the methods for teaching of Jesus' triumphant entry into Jerusalem.

Tips

- Ensure that the participants in the role-play are taking down key points.
- Follow the same procedure for teaching cleansing of the temple.
- Show a video on the topic using LCD projector or any other equipment at your disposal.
- Use pictures in learners' books and from other sources on the topic.
- You may use methods such as Revolution and Brainstorming.

Activity 3 Exploring different methods for teaching the arrest of Jesus

- 1 Explore different methods for teaching the arrest of Jesus, using Revolution method.
- 2 Analyse each method and select appropriate ones for teaching the arrest of Jesus using Trade a problem method.
- 3 Consolidate by emphasizing on the appropriateness of each method.

Task 2 Demonstrating techniques for teaching the arrest, trial, crucifixion, death and resurrection of Jesus

Teachers need to use different techniques of teaching for them to teach effectively.

Activity 1 Examining the arrest, trial, crucifixion and death of Jesus

- 1 Mention what you know about the arrest, trial and crucifixion of Jesus using K-W-L method.
- 2 Narrate the story about the arrest, trial and crucifixion of Jesus.
- 3 Present the key messages about the arrest, trial, crucifixion and resurrection of Jesus using Author's chair method.
- 4 Consolidate by emphasizing on key messages from the story.

Tips

- Show a video on the topic using LCD projector or any other equipment at your disposal.
- Use pictures in learners' books and from other sources on the topic.
- You may also use the following methods: Walk around-talk around and Quick write.

Activity 2 Role playing the arrest, trial, crucifixion, death and resurrection of Jesus

- 1 Prepare role plays on the trial and arrest of Jesus by analysing Bible extracts on the topic.
- 2 Role play the arrest of Jesus.
- 3 Formulate assessment items (in higher order category) on the arrest and trial of Jesus.
- 4 Discuss the role plays through answering questions based on the arrest of Jesus.
- 5 Consolidate by emphasizing on key events leading to the arrest and trial of Jesus.

Tips

- Questions for the discussions should be based on key events during the arrest of Jesus.
- Ask learners to prepare for the role plays before the lesson.
- Show a video on the topic using LCD projector or any other equipment at your disposal.
- Use pictures in learners' books and from other sources on the topic.
- You may also use methods such as: Pens in the Middle and Gallery walk.

Activity 3 Demonstrating techniques for the teaching of the arrest, trial, crucifixion and death of Jesus

- 1 Exploring different techniques for the teaching of the arrest, trial, crucifixion and death of Jesus using Survey method.
- 2 In groups, prepare mini lessons on either of the following events arrest, trial, crucifixion, death and resurrection of Jesus.
- 3 Present the mini lessons.
- 4 Critique the mini lessons.
- 5 Consolidate by highlighting appropriate techniques for teaching the arrest, trial and crucifixion of Jesus.

Activity 4 Demonstrating the use of ICT in the teaching of arrest, trial, crucifixion and death of Jesus

- 1 In groups, prepare a lesson plan on any of the following: arrest, trial, crucifixion, death and resurrection of Jesus using ICT.

- 2 Present the lessons using ICT.
- 3 Critique the lesson focusing on the relevance of the ICT used.
- 4 Consolidate by emphasizing on the importance of using ICT as a teaching, learning and assessment resource.

Task 3 Reflecting on the lesson presentations on the arrest, trial, crucifixion, death and resurrection of Jesus

Teachers need to reflect on their lesson presentations. This helps in improving on their teaching practices. In this task, teachers will therefore reflect on the lesson presentations.

Activity 1 Reflecting on the lesson presentations on the arrest, trial, crucifixion, death and resurrection of Jesus

- 1 In groups, identify strengths, challenges and suggest solutions to the challenges observed in the mini lessons in task 2, activity 3 using M-chart methods.
- 2 Present the observations using Gallery tour method.
- 3 Consolidate by emphasizing on the relevance of the suggested solutions to the challenges.

Activity 2 Examining the events in the story of the resurrection of Jesus

- 1 Study the illustration below and answer questions that follow.



Questions

- a) What is happening in the illustration?
 - b) Identify the people in the illustration.
 - c) Describe roles played by the individuals in the illustration.
- 2 Examine events in the story of the resurrection of Jesus using One stay-three stray method.
 - 3 Consolidate by highlighting main events in the story of the resurrection of Jesus.

Tips

- Show a video on the topic using LCD projector or any other equipment at your disposal.
- Use pictures in learners' books and from other sources on the topic.
- You may also use the following methods: Letter to the author and Class brainstorming.

Activity 3 Demonstrating techniques for the teaching of the arrest and trial resurrection of Jesus

- 1 In groups, refine lesson plans used in the demonstration lessons on the arrest, trial, death and resurrection of Jesus.

- 2 Present mini lessons using the refined lesson plans.
- 3 Consolidate by critiquing the lesson presentations.

Tips

- Let students in their groups begin the refinement of the lessons before the lesson.
- Critique the lessons soon after each presentation.
- Remind the students to use teaching and learning resources and appropriate methods for the topic.
- Show a video on the topic using LCD projector or any other equipment at your disposal.
- Use pictures in learners' books and from other sources on the topic.
- You may also use methods such as Gallery tour, M-chart and Give one-take one.

Summary

The teaching of the arrest, trial, crucifixion, death and resurrection of Jesus should include demonstrations in form of role-plays, drama or watching video on the topic for learners to have a concrete picture of what happened. Use of audio visual resources would greatly enhance learners understanding hence the need for thorough preparation of the lesson. It is therefore important for student teachers and learners to read the topic prior to the lesson for them to prepare well for the role-plays.

Assessment and reflection

- 1 List any five methods that promote critical thinking in the learners on the topic 'Arrest, trial death, crucifixion and resurrection of Jesus'.
- 2 Outline the procedure a teacher could follow when teaching the 'Arrest, trial death, crucifixion and resurrection of Jesus' using any three methods listed in question 1 above.
- 3 Did I follow correct procedures for the methods I used?
- 4 What challenges did I face during the presentation of the lesson?
- 5 How can I improve on the challenges I faced?

Glossary

- cleansing** : making something pure or holy
- triumphant** : victorious

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- Saldarini, AJ (1998). *Pharisees, Scribes and Sadducees in Palestine society*. London: Stanley Thomes.
- Sanders, EP (1996). *Jewish law from Jesus to the Mishnan and Judaism*. London: Routledge and Kegan.
- The Christian Shepherd (1997). *The chronology of Christ's crucifixion*. San Francisco: Harper and Row.
- Walter Chandler (1988). *The trial of Jesus: classic works of apologetics*. London: Longman and Todd Ltd.

Further reading

http://www.hebert-armstrong.org/Youth%2520Bible%2520Lessons/L8_11.pdf

<http://www.classicapogetics.com/c/Chandler1.pdf>

http://www.christianshepherd.org/ebooks/chronology_of_the_last_week_before_our_lords_crucifixion.pdf

TOPIC 5

Teaching of the ministry of Jesus

Time 3 hours

Introduction

Jesus used several approaches to teach the word of God during His ministry. In other instances He used parables and performed miracles. Similarly, you should explore different participatory methods of teaching the ministry of Jesus. It is also important to design assessment tools for assessing learners understanding. The approach used in this topic will offer learners alternative means of dealing with moral decay, violence and juvenile delinquency through application of key messages that Jesus taught during His ministry.

The skills gained in this topic will help you assist learners to understand the ministry of Jesus through His teachings about love for children, sinners, enemies, the Jews and the gentiles.

Success criteria

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

- analyse different ways of teaching the ministry of Jesus
- demonstrate strategies on the teaching of Jesus
- explore different strategies of assessing a large class

Background information

Jesus began His ministry in Galilee after He was baptised by John the Baptist. After the baptism, He was led

into the desert by the Holy Spirit where He was tempted for forty days. Soon after Jesus' temptations, He started teaching and many people followed Him and were called disciples. Jesus chose twelve people out of the disciples and named them apostles. He gave them powers to preach, heal and drive out demons. The twelve apostles were Simon who was named Peter, James and John the sons of Zebedee, Andrew, Philip, Bartholomew, Matthew, Thomas, James son of Alphaeus, Thaddeus, Simon the Patriot and Judas Iscariot.

Jesus addressed a number of issues during His ministry to meet people's physical, social, emotional, moral, spiritual and psychological needs. The major theme of Jesus' ministry was love. He taught many lessons about love, for example, love for the children, sinners, enemies, Jews and gentiles.

In this topic, teachers are expected to explore ways of teaching the ministry of Jesus and demonstrate abilities to apply the strategies in order to make learners comprehend the lessons contained in the teachings of Jesus. It is also important for the teachers to devise feasible strategies for assessing the learners.

Tasks

Task 1 Analysing different ways of teaching the ministry of Jesus

Jesus performed a variety of activities during His ministry. It is important for teachers to analyse suitable ways of teaching the ministry of Jesus for learners to understand Jesus' ministry.

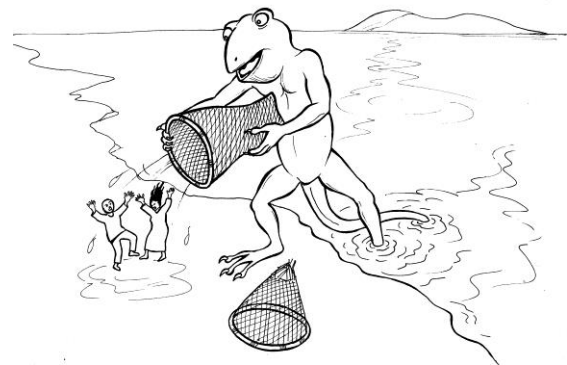
Activity 1 Reflecting on the teaching of the ministry of Jesus

- 1 Share your experiences in which learners and the communities around your teaching practice school showed using Letter to the author method.
- 2 In groups, find out from primary school instructional materials stories in which Jesus showed love and compare with what is happening at your teaching practice school using T-chart method.
- 3 Present the T-charts using Gallery walk methods.
- 4 Explain ways in which you could use the learners' and the communities' experiences on Jesus love when teaching the ministry of Jesus using Hot seat method (each group should send a presenter to the Hot seat).
- 5 In groups, plan mini lessons on the ministry of Jesus using the learners' and communities' experiences as teaching, learning and assessment resources.
- 6 Present the mini lessons.
- 7 Critique the mini lessons by focusing on how each group has infused the learners' and communities' experiences when presenting.

- 8 Consolidate by highlighting ways in which a teacher can use learners' and the communities' experiences when teaching the ministry of Jesus.

Activity 2 Analysing the ministry of Jesus

- 1 Study the illustration below and answer questions that follow.



Questions

- a) Describe what is happening in the illustration.
 - b) Identify two individuals in the illustration.
 - c) Explain the meaning of the following symbols in the illustration:
 - (i) white dove
 - (ii) water
- 2 Analyse Jesus' teachings about the following using Jig saw method:
 - a) love for the children
 - b) love for the sinners
 - c) love for the gentiles
 - d) love for the enemies
 - 3 Consolidate by highlighting key messages in the subtopics.

Activity 3 Exploring ways of teaching the ministry of Jesus

- 1 Brainstorm suitable methods for teaching the following sub topics:
 - a) Baptism of Jesus
 - b) The temptation of Jesus
 - c) Choosing the twelve apostles
 - d) Jesus teaching about love for:
 - children
 - sinners
 - enemies
 - Jews
 - Gentiles
- 2 Analyse ways in which each identified method will be used when teaching the ministry of Jesus using Gallery walk method.
- 3 Outline the procedure of identified methods using Hot seat method (each group should send a presenter to the hot seat).
- 4 In groups, choose one topic and prepare a mini lesson using the identified methods.
- 5 Consolidate by highlighting correct use of each method.

Tips

- Make a deliberate effort that student teachers should include use of video clips.
- Both boys and girls should be given equal chance of participation.
- Ensure that student teachers/learners with special needs are participating at each segment of learning.
- You may also use the following methods: K-W-L, Author's chair, Trade a problem, Letter to the author and Exit cards.

Task 2 Demonstrating strategies for the teaching of the ministry of Jesus

Teachers need to practice different strategies for the teaching of the ministry of Jesus. This will help them to choose appropriate strategies which would enhance learners' understanding

Activity Demonstrating strategies for the teaching of the ministry of Jesus

- 1 In groups, refine the mini lessons prepared in activity 1.
- 2 Design different tools for assessing learners on the topic.
- 3 Present the mini lessons.
- 4 Reflect on each mini lesson focusing on the effectiveness of the methods used and the assessment tools.

Task 3 Exploring different ways of assessing learners in a large class

Assessing learners in a large class on the topic the ministry of Jesus could be very challenging. It is therefore important for teachers to find appropriate ways of assessing learners on the topic in large classes.

Activity Exploring different strategies of assessing learners in a large class with minimal resources

- 1 Explore different strategies of assessing learners in a large class with minimal resources on the topic 'The ministry of Jesus'.
- 2 In groups, choose any one sub topic and devise suitable strategies

of assessing learners in a large class.

- 3 Demonstrate different strategies of assessing learners in a large class.

Tips

- Ensure that the assessment tools used cater for learners with diverse needs.
- It is appropriate to do the demonstration lessons at the demonstration school.
- You may also use the following methods Revolution, Walk around-talk around, Quick write and Author's chair.

Summary

Some of the ways of teaching the ministry of Jesus include use of participatory methods such as Trade a problem, Role play, Authors chair, Case studies, Gallery tour and Posters making methods. Application of these methods largely requires learners to work in a group which is one way of assessing learners in a large class. In addition, learners in a large class can be assessed using assessment tools such as rubric checklist and assessment items. Below is a sample of rubric.

Subject: Bible knowledge

Topic: Baptism of Jesus

Name: Arthur Herbert Std: 6

Item	4	3	2	1	Comment
Is the learner able to:					
1 narrate Jesus' baptism story logically?					
2 explain the role played by John					

the Baptist?					
3 describe two main things that happened soon after John baptised Jesus?					
4 interpret the meaning of the dove in the story?					
5 explain the significance of baptism of Jesus?					

Key: 4 = excellent, 3 = good, 2 = satisfactory, 1 = needs support

Note: In large classes, randomly assesses the learners, keep their records and continue in subsequent lessons, till all learners are assessed.

Glossary

juvenile delinquency: offence committed by children

Assessment and reflection

- 1 Describe any two methods which can be used to teach each of the following sub topics:
 - a) baptism of Jesus
 - b) temptation of Jesus

Jesus' love for:

 - children
 - sinners
 - enemies
 - Jews
 - Gentiles
- 2 Explain different ways of assessing learners in a large class on the topic, 'Ministry of Jesus'.
- 3 How can I involve all learners when teaching the ministry of Jesus in a large class?

- 4 What else can I do to enhance learners' understanding?
- 5 What other strategies can I use to assess learners on the topic, in a large class with minimal resources?

References

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Further reading

- <https://bible.org/seriespage/1-introduction-life-and-ministry-jesus-christ>
- <http://www.globalchristians.org/article/s/messiah/Messiah.pdf>
- <https://gc.younglife.org/Documents/LifeAndMinistry%2520of%2520Jesus.pdf>
- <http://kenbirks.com/bible-studies/Jesus-came-to-do1.pdf>

TOPIC 6

Teaching of Christian approaches to contemporary issues

Time 2 hours

Introduction

Contemporary issues are things that have emerged in societies. For example, homosexuality. Some of the contemporary issues are cross-cutting.

Children should learn about Christian approaches to cross-cutting issues because people are mostly affected by these issues in their daily lives. Cross-cutting issues affect the social and economic development and living standards of the people.

Understanding Christian approaches to cross-cutting issues and their impact helps people to appreciate what churches are doing to address them in order to make our communities better places to stay.

Success criteria

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

- examine different ways of teaching Christian approaches to cross-cutting issues
- demonstrate different ways of teaching Christian approaches to cross-cutting issues
- explore different ways of assessing learners in upper primary section on the topic 'teaching of Christian approaches to contemporary issues'

Background information

People experience cross-cutting issues in many aspects of their lives. These affect them in many ways hence the need to be addressed. Christianity plays a significant role in addressing such issues. It offers charity works to the poor through various organisations such as Catholic Development Commission (CADECOM), Project Office of Blantyre Synod and Adventist Relief Agency (ADRA). It also provides the poor with food, farm inputs, clothing, medicine, and skills. Apart from offering relief items, Christianity also offers teachings on cross-cutting issues as a response. For example, on poverty, it teaches its members to share with the poor whatever they have. This is because Jesus commanded them to love their neighbours, the poor inclusive. On the role of women, it teaches its members that women like men are very important in churches. Basing on Romans 16 and works of the Apostles (Galatians 3:26-28, 1 Corinthians 11:2-16, Ephesians 5:21-33, John 4:4-42, 20:11-18), where women were offered high responsibilities in the church, church members are encouraged to offer leadership positions to women as well. On abortion, Christianity teaches that life is a gift from God and it has to be taken care of. This is taught through Psalms 139:13. All churches take the issue of abortion seriously, though they differ in some aspects. Some

churches condemn abortion under any circumstance while others are against it when it is being used for social reasons.

The teaching of this topic will assist learners to be empathetic towards the needy including their fellow learners. Teachers should devise activities which could instill an attitude of assisting each other in the learners such as case studies and role plays.

Therefore it is important for teachers to explore appropriate techniques of teaching the topic in order for learners to take part in making their communities better places to live in.

Tasks

Task 1 Examining different ways of teaching Christian approaches to cross-cutting issues

There are a number of cross-cutting issues affecting the society. Teachers need to examine different approaches that can be used when teaching the topic Christian approaches to cross-cutting issues.

Activity 1 Reflecting on teaching of Christian approaches to contemporary issues

- 1 Ask student teachers to list organisations that offered help to both learners and the communities at and around their teaching practice schools using Survey method.
- 2 Share your experiences on the impact of the assistance given by the organisation of your learners at the teaching practice school using

Quick write and Author's chair methods.

- 3 In groups, carry out a needs assessment at the demonstration school establishing cross-cutting issues that are affecting learners.
- 4 Present your findings to the class using Gallery tour method.
- 5 Compile the findings into a single report.
- 6 Present the report to the office of the District Education Manager to seek assistance from other organisations. (Note: Make follow ups to the DEM's office on your submission)

Activity 2 Exploring contemporary and cross-cutting issues in the local communities

- 1 In groups, list examples of both contemporary and cross-cutting issues affecting your local communities using Baobab tree competition method.
- 2 In groups, ask students to find examples of contemporary and cross-cutting issues from primary school instructional materials.
- 3 Present their findings using Gallery tour method.

Activity 2 Teaching Christian approaches to cross-cutting issues

- 1 Read the case study below:

Chisomo was sent to buy snacks from a supperette at a filling station. At the filling station she saw a sign post written, "Assembly point". On her way back, she saw a similar sign post at a mosque and church. This

reminded her of a certain place at her school where there is a similar sign post. The sign post at her school did not confuse her because she thought it is where daily school assembly is conducted. She was surprised to see similar sign posts at the filling station, mosque and church. She wondered if assemblies are also conducted at these places, just like at her school.

- 2 Answer the following questions:
 - (a) What is the significance of Assembly points at the filling station, mosque and church?
 - (b) Was Chisomo's interpretation of the Assembly points at her school correct? Give a reason to your answer.
 - (c) Which cross-cutting issue is being addressed by the Assembly points?
 - (d) Suggest other ways of addressing the cross-cutting issue in the story.

Activity 3 Exploring different ways of teaching cross-cutting issues in society

- 1 Explore different ways of teaching cross-cutting issues in society using Revolution method.
- 2 In groups, choose appropriate ways of teaching cross-cutting issues in society.
- 3 Examine the methods using Pens in the middle method.
- 4 Consolidate the activity by emphasizing on appropriate ways of teaching cross-cutting issues in society.

Tips

- Appropriate teaching and assessment methodologies and ICT tools may be used to conduct the activities.
- You may use learners' everyday experiences for them to appreciate the relevance of the topic and to induce learning.
- In order to develop children's understanding of Christian approaches to cross-cutting issues, begin by finding out what they already know about this concept.
- You may also use methods such as Give one-Take one, K-W-L and Letter to the Author.

Task 2 Demonstrating different ways of teaching cross-cutting issues in society

The society is affected by a lot of cross-cutting issues. Teachers therefore need to devise different ways of teaching the topic 'Cross-cutting issues in society'.

Activity Demonstrating different methods of teaching Christian approaches to cross-cutting issues

- 1 In groups, develop a case study depicting Christian approaches to cross-cutting issues in your communities.
- 2 Formulate questions from the case studies.
- 3 Plan mini lessons on Christian approaches to cross-cutting issues using the case studies.
- 4 Present the mini lessons.

- 5 Critique the mini lessons focussing on the use of case studies as a method of teaching.
- 6 Consolidate by emphasizing on the correct procedure of using a case study. (Refer to Population and environment source book and Improved methods of teaching handbook)

Tips

- Give each group a chance to present its mini lesson to the class.
- In your lesson include assessment of the topic.
- You may also use methods such as Give one-take one, K-W-L and Research.

Task 3 Exploring different way of assessing learners at upper primary section

Teachers need to explore different ways of assessing learners at upper primary section. This will help them to choose appropriate ways of assessing learners which will help teaches to assist the learners accordingly.

Activity Demonstrating different ways of assessing learners at upper primary section on the topic Christian approaches to contemporary issues

- 1 Explore different ways of assessing learners at upper primary section using revolution method.
- 2 In groups, prepare mini lessons focusing on ways of assessing learners at upper primary section on the topic Christian approaches to contemporary issues.

- 3 Use the mini lessons to demonstrate ways of assessing learners in upper primary section.
- 4 Reflect on the challenges faced when assessing learners in upper primary section.

Summary

In this topic, you have learnt methods for teaching Christian responses to cross-cutting issues. This will assist you to handle the topic effectively which will in turn facilitate the learners understanding.

Assessment and reflection

- 1 Examine different ways/methods for teaching Christian responses to cross-cutting issues.
- 2 Explain two ways of assessing learners at upper primary section on Christian responses to cross-cutting issues.
- 3 Write a lesson plan on Christian responses to cross-cutting issues.
- 4 How best could I have taught this lesson?
- 5 How successful were the teaching, learning and assessment methods in this lesson?
- 6 How best could I have used the teaching, learning and assessment resources in this lesson?

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