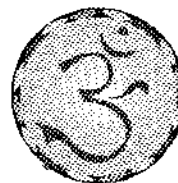
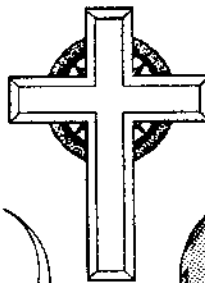


**GOVERNMENT OF JAMAICA/WORLD BANK
REFORM OF SECONDARY EDUCATION
(R.O.S.E.)**

***CURRICULUM & TEACHERS' GUIDES
GRADES 7-9***

RELIGIOUS EDUCATION



ACKNOWLEDGEMENTS

We would like to acknowledge the contributions made by following people in the initiation, planning and preparation of Teachers' Guide:

- Miss Isoline Reid, ACEO, Core Curriculum Unit, and present National Director of the ROSE Secretariat.
- Ministry of Education Officers/Writers/Editors in the Core Curriculum Unit:
Miss Grace V. Peart, Religious Education Officer,; Mrs. Phyllis Reynolds, former S.E.O., Cultural Studies and present Acting ACEO, Core Curriculum Unit;
Ms. Hilary Gooden, Education Officer, Languages Section.
- The Clerical Staff of the Core Curriculum Unit, particularly Miss Terry Sinclair and Miss Mitzie Moore, (as well Miss Julie Bepat, and Miss Angella Howard), who have assisted in the typing and reproduction of material.
- *Local Consultants/Writers:*
Rev. Dr. Ambrose Finlay, former Dean of Studies, United Theological College of the West Indies and present lecturer at the Institute of Education, U.W.I.
Mrs. Majorie Vassell, former S.E.O., Core Curriculum Unit.
Sr. Norma Thompson, of Church Teachers' College and the Education and Youth Dept., Anglican Diocese of Jamaica.
Mrs. Dawn Buckland-James, Vice Principal, Priory School.
Rev. Horace Roberts, Managing Director, Creative Services Limited.

We would also like to acknowledge the contributions made by the following people in the initiation, planning and preparation of the Curriculum Guide herewith included:

- Mrs. Lola Williams, former ACEO, Core Curriculum Unit, who facilitated the whole curriculum development process.
- Mrs. Janet Johnson, former educator, World Bank IV Project and former ACEO, Core Curriculum Unit.
- Miss Isoline Reid, then ACEO, Core Curriculum Unit.
- The Religious Education Board of Studies of the Joint Board of Teacher Education; other Religious Education teacher trainers from the colleges; and the wider group of teachers from across the island, who attended workshops and assisted in identifying some of the topics placed in the curriculum.
- Officers of the Ministry of Education/ Writers in the Core Curriculum Unit:
Miss Grace V. Peart, Religious Education Officer; Mrs. Phyllis Reynolds, then S.E.O., Cultural Studies; Mrs. Majorie Vassell (then S.E.O);

Mrs. Laurel Nembhard; Miss Cherry Davis; Miss Joan Higgins and Mrs. Nolma Coley-Agard (then Coley) Rev. Stephen Jackson, Mr. Derrick Hall.

- The Administrative Staff of the Curriculum Unit and Miss Charmaine Hall then secretary in the Language Arts Component, who assisted in the preparation of material.

□ *Local Consultants/Writers:*

Mrs. Valorie Tinglin, Bethlehem Teachers' College

Miss Rose Spalding, former S.E.O./Religious Education Officer, Core Curriculum Unit

Mrs Lucinda Peart, Bethlehem Teachers' College

Rev. Ellen Thomas, United Church in Jamaica & The Cayman Islands

Rev. Dr. Ambrose Finlay, United Theological College of the West Indies

Rev. Marjorie Lewis-Cooper, Jamaica Council of Churches

*Special thanks to Sr. Norma Thompson, Education and Youth Dept., Anglican Diocese of Jamaica, for the pivotal role played in helping to formulate the foundation document which was later expanded; also for her invaluable contribution to the revised draft.

□ *Reviewers:*

Rev. Dr. The Hon. Ramnauth Dale Busnauth, Senior Minister of Education and Cultural Development, Guyana

Rev. Dr. George Mulrain, United Theological College of the West Indies, Mona

Mrs. Rosemarie Vernon, Alpha Primary School

Sheikh Musa Tijani, Islamic Council of Jamaica

Dr. Monica Brown, Institute of Education, U.W.I., Mona

Senior Education Officers of the Core Curriculum Unit

Rev. Dr. Burchell Taylor, Bethel Baptist Church

Rev. Stotrell Lowe, Mico Teachers' College

Deaconess Grace Jervis, Education and Youth Department, Anglican Diocese of Jamaica

Dr. Randolph Watson, Bethlehem Teachers' College

Dr. Josette Smikle, Bethlehem Teachers' College

Rev. Justin Peart, Bethlehem Moravian/Church Teachers' College

Miss I. Robinson, Bethlehem Moravian College Secretariat

TABLE OF CONTENTS

Acknowledgements	i
Statement from the Minister of Education and Culture	ii
Statement from the Permanent Secretary	iii
Statement from the Chief Technical Director / Chief Education Officer	iv
Statement from the Curriculum Developers	v
Overall Aims of the Whole Curriculum	x
Language Across the Curriculum	xii
Career Education Across the Curriculum	1
Introduction	2
The Nature of Religion	3
The Nature of A Religion	7
Vision Statement for the Teaching of Religious Education	8
What is Religious Education?	9
Rationale	11
Religious Education A Multilevel Approach	12
The Role of the Religious Education Teacher	14
Overall Aims of the Religious Education Curriculum	15
Skills to be Learnt in religions Education	19
Objectives for Grades 7 – 9 Religious Education	20
Scope & Sequence of Skills	24
Religious Education Lessons	27
Methodologies	28
Assessment Procedures	
Content Outlines & Unit Plans:	
Themes & Strands in the Grade 7 – 9 Curriculum	33
Identity	35
Worship	36
Stewardship	37
Scope & Sequence of Themes, Units & Topics	38
Breakdown of Units:	
Grade 7:	41
Unit I	43
Unit II	48
Unit III	51
Unit IV	55/59
Unit V	61
Grade 8:	67
Unit I	69
Unit II	73
Unit III	76
Unit IV	81
Unit V	85

Grade 9:	88
Unit I	90
Unit II	95
Unit III	99
Unit IV	103
Unit V	108
Unit VI	114
Appendices:	37
Contemporary Ethical & Moral Issues Facing Societies	119
Teacher Resources:	122
Bibliography/ Resource List	
Writing a Lesson Plan	126
Sample Lesson Plan	127
Lesson Plan Form	
Students' Resources:	131
Bibliography/ Resource List	
Table 1. Summary of the Nature of Religious Education Lessons	25
Table 2. Fundamental Questions.	26

STATEMENT FROM THE MINISTER OF EDUCATION AND CULTURE

For some time now, there have been three major concerns about secondary education in all schools. These concerns are – the quality of the programmes offered, access to these programmes and the inequities in the system. Consequently, the government made the decision to embark on the Reform of Secondary Education (ROSE) in order to address these issues. At the centre of the reform is the development of a common curriculum and its implementation in all institutions offering grade 7-9 programmes.

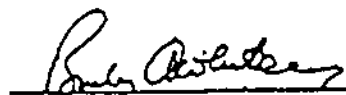
It will not be easy to provide a uniform, high quality programme. There are some schools in which the transition will not be difficult, but these are in the minority. The greatest challenge we face is in the All Age schools where the largest group with the fewest opportunities is to be found.

It is important to remember that the new Junior High programme does not mean a new school building. Some buildings will be needed, and quite a bit of renovation in many schools, but the real change is in the curriculum to which the students will be exposed and in the examinations they will write.

The Ministry of Education and Culture will try to provide greater equity of support to each school, but support by the community with words, work, materials and funds will be greatly appreciated as a major contribution to the national effort. It is accepted that the Ministry cannot be the sole provider, totally responsible for the operations of schools.

The School Board for each school is expected to play a major role when a Junior High programme is started. The active involvement of the Board will hasten the implementation of the Junior High programme in a school. Each school must meet the requirements of the new programme – teachers trained to deliver the curriculum, necessary buildings and equipment and supplies. The Ministry of Education and Culture wishes to enlist the support of the Private Sector and other members of the local community, in the provision of some of these requirements, so that the triple goals of quality, access and equity in education can become a reality.

I urge all of you who are concerned with the education of our young people to help in this secondary reform programme.



Hon. Burchell Whiteman
Minister of Education Youth and Culture

STATEMENT FROM THE PERMANENT SECRETARY

During the four-year preparation period for the Reform of Secondary Education, a national curriculum was developed and piloted (in 1991) in four All Age schools. This piloting was extended in 1992 to an additional seven institutions, which included All Age, Secondary and High schools. In 1993, fourteen All Age and ten Secondary schools were selected to join the programme. An additional ten schools were taken on board on a voluntary basis. Because of the comprehensive nature of the reform, it is phased over approximately fifteen years.

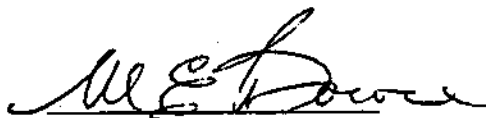
During the five years which constituted the first phase of the ROSE programme, (1993-1998) the Ministry selected fifty All Age schools and twenty-two Secondary schools for entry into the Junior High programme. By the end of this five-year period, a study on the Senior High School system was conducted, and the findings and recommendations are being used to inform the Ministry on the directions to take in respect of this level of the reform programme.

To complement the Ministry's efforts during the first phase, scope was provided for schools to request the programme before the Ministry's planned implementation date. Principals and teachers from schools which made this request were given training and provided with curriculum and teachers' guides.

The training of Education Officers, Principals and Teachers is a major focus of the Junior High programme. Through a joint Ministry of Education and Culture/Joint Board of Teacher Education programme, intensive in-service training was conducted for the Principal and for teachers of grades 7-9 in each selected school. Training will continue to take place as the Ministry prepares to introduce the documents to all schools with Grades 7-9, for the 2000-2001 academic year. The Education Officer has a key role to play in communicating the Ministry's reform policy locally, and in supervising the implementation of the Junior High Programme.

The Ministry of Education and Culture looks forward to the support of the Private Sector, Board Members, Principals, Teachers and Education Officers who are central to the success of the Reform of Secondary Education.

Together, we can make it happen!



Mrs. Marguerite Bowie
Permanent Secretary

STATEMENT FROM THE CHIEF EDUCATION OFFICER


Proposals for the reform of secondary education have been on the agenda for the past several years. Regrettably, during this period, there has been a fall in education quality exemplified by over-all declining performances of secondary school students in internal and external examinations. A decrease in the allocation and use of instructional materials and equipment and a downward trend in the retention and supply of adequately and appropriately qualified teachers have also characterised the period. Not the least, have been growing discrepancies in the allocation of resources to the different types of schools. These circumstances have given rise to a multipartite system of secondary education which has tended to be inefficient and ineffective in a large measure.

Happily, the time for action to reverse the negative trends has arrived. In the school year 1993/94 a bold attempt was made through the Reform of Secondary Education Project to unify secondary education and to make it more relevant, effective and efficient. A Junior High School programme, which has as its cornerstone a good quality core curriculum, has been installed at Grades 7-9 of all secondary level school types over a period of fifteen to twenty years. The major thrust of the project is to increase access and equity, and to improve quality in terms of the teaching / learning environment which will further result in higher student gain in cognitive knowledge, skills and values. Undoubtedly, a strong commitment is required of students, teachers, parents, education officers, school boards and communities to work cooperatively and diligently to improve educational quality to each school with the installation of the Junior High School programme.

It may be well to point out here that quality, and access to it, begins at the unit of the classroom. Here, students and teachers seek to interact constructively with instructional material and equipment. A culture of cooperative learning and excellence in achievement is defined and developed. A curiosity and questioning of the what, why and how of everything of significance become characteristic of the classroom environment; and the place of reading, information sharing and discussion assumes prominence. Each student is guided to realize his/her full potential and is prepared for the next stage of education.

I urge everyone, particularly school boards, principals and teachers to commit themselves to action to make this long awaited project a signal of success. Indeed, the project promises, and the students need a good quality secondary education. Our country, too, requires urgently a sound secondary education system. It seems to me, that it is in our power to contribute decisively to these needs and requirements.

I summon all to action.


Wesley Barren
Chief Education Officer

STATEMENT FROM THE CURRICULUM DEVELOPERS

The curriculum and teachers' guides which set out the new curriculum for students in Grades 7-9, have been prepared by the Ministry of Education and Culture as the principal documents to guide and ensure the delivery of quality education to all secondary school students in Jamaica. This curriculum is known as the Common Curriculum, since it will eventually be implemented in all types of secondary institutions. The guides represent the national requirements in the subjects of Career Education, Language Arts, Mathematics, Resource & Technology, Science and Social Studies, Visual Arts, Drama, Guidance, Music, Religious Education, Physical Education/Dance and Spanish.

The introduction of Career Education as part of the Guidance and Counselling programme offering, will increase students' understanding of their career options. It will also make demands on teachers and administrators, as it is to be infused into the other subjects to be taught.

Resource and Technology is a composite subject derived from the traditional Technical and Vocational offerings. The subject emphasizes the application of scientific knowledge and principles to the solution of practical problems. This course will lay a foundation for technical education and training at the upper secondary level.

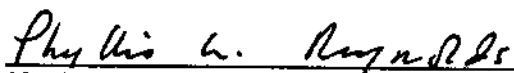
Some innovations in this national lower secondary curriculum are: "Language across the curriculum", "Mathematics for the real world", a greater emphasis on subject integration and recognition of the Aesthetics as subjects in their own right, as well as vehicles for curriculum delivery. These innovations require teachers to adopt methodologies such as co-operative learning, multilevel teaching and use of the Drama modes. Common planning time for teachers is an essential feature of the programme.

Teachers should avail themselves of all the help and suggestions made in the teachers' guides, to enable them to master the changes in methodology. The trend in all subjects is towards a more student-centered, less teacher-dominated approach, and it is expected that both teachers and students will benefit from this change. Finally, it is hoped that teachers, students and planners will, through trial and exploration, work out the most successful ways of tapping the energies and releasing the creativity of all our young people.

With very best wishes,



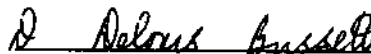
*Miss Isoline Reid, ACEO, Core Curriculum Unit
(1996 - 1999)*



*Mrs. Phyllis Reynolds, ACEO Core Curriculum Unit
(1999 - present)*



Mr. Arlie Dyer, ACEO, Technical and Vocational Unit



Dr. Deloris Brissett, ACEO, Guidance & Counselling Unit

OVERALL AIMS OF THE WHOLE CURRICULUM

Background

In Jamaica's Five Year Independence Plan (1963-68) the Government's aim for education was expressed as follows:

The Government affirms its belief in education not only for its inestimable social value in enabling every individual, for his own sake, to develop his personality and his talents to the fullest extent, but equally that each individual might be enabled to make a maximum contribution to society in every respect.¹

This aim was translated into policy in the 1966 New Deal for Education. Among its goals was that of:

Gearing the education of children in the age-group 12-15 so that a greater percentage of pupils would be able to continue formal education – academic, vocational or technical – and benefit from that education, while those who do not will be better able to service Jamaica's manpower needs.²

The Junior Secondary Schools built under this programme were to provide:

1. Opportunities for all pupils to progress according to attainment, aptitude and ability.
2. A wide range of subjects which will stress the basic subjects while exposing all pupils to a variety of practical subjects. (It is felt that it is essential that each pupil by the age of 15 should have a good groundwork in the use of English as a communication skill and be able to do the calculations necessary to hold his or her own in everyday life (...) The practical subjects are thought to be necessary as a part of physical development and to give young people an appreciation for the use of tools and to help overcome the phobia which many people have for activities which involve the use of the hand.³)
3. Opportunities for the proper development of those children who will go on to the secondary cycle of secondary education while providing opportunities for pre-vocational education for those who will not continue formal education but who will expect to be acceptable to employers for employment and training.

¹ Five Year Independence Plan (1963-68): a long term development plan for Jamaica, Chapter 17 – Ministry of Education and Culture

² Idem

³ Idem

In 1983, a UNESCO team reported on the status of secondary education in Jamaica and identified major issues to be resolved. The team recommended a restructuring and rationalization of secondary education, centred on the provision of a common core curriculum for all students in Grades 7-9. Virtually all students in Grades 7-9 would have access to the same programme. The standard national curriculum would guarantee:

the appropriate uniform level of knowledge in social subjects including language and arts, in mathematics and science. (...) There would be an introduction to practical work and industrial arts⁴.

Aims

Education Programme Preparation Project (World Bank IV) (1989-92)

The study, **The Reform of Secondary Education** which informs the curriculum development component of this project, defines a common curriculum as follows:⁵

A common curriculum is a plan of learning for all children in terms of content, goals and learning experiences; but it must allow for students of different levels of readiness to learn differently and at different rates. In effect, a common curriculum provides all children with the same basic subject matter, but it allows for children with different levels of readiness and ability to proceed at different rates of learning.

The **Study** justifies provision of a common curriculum for Grades 7-9:

Three specific objectives are: to achieve greater **equity** in the secondary school system to Grade 9, to improve the **quality** of learning, and to enhance individual productivity.

EQUITY: The most serious flaw in Jamaican secondary education is lack of equity. Children have unequal access to opportunities for learning. Some schools are more effective than others, partly because of the different resources and in the use of those resources to provide quality education.

The provision of a common curriculum - along with supporting implementation measures - is recommended as one of the most likely methods of achieving equity in basic educational opportunities.

45

⁴ Ibid

⁵ The Reform of Secondary Education (2 vols.) Work Bank / MOE, Jamaica, 1990, Chapter 3.

QUALITY: Providing equal access to education is one thing; providing equal access to quality education is another. There is a serious need for a general improvement in teaching.

By the end of Grade 9, adolescents need to have the basics of quality education: literacy, numeracy and enough related knowledge, skills and attitudes to cope with their environment. The objectives of the common curriculum should help to realise these goals.

PRODUCTIVITY: The third objective of a common curriculum is to enable Jamaican students to be productive citizens, whether they continue their academic education, enter technical or vocational training, or enter the world of work. Every child needs a minimum set of cognitive competencies to be productive; and when the majority of students acquire them they will be trainable in the more complex job skills required in today's workforce.

A basic education of nine years is essential if the majority of Jamaicans are to assume professional, skilled or semi-skilled positions, and if they are to have the capacity to acquire more education or training.

The New Curriculum

The curriculum development component of the World Bank IV Project represents the first step in the development of such a common curriculum for students in the first cycle of secondary education (Grade 7-9).

The new curriculum will provide students with opportunities to experience a broad programme as a foundation for life, for further education and for employment. In the short-term it will:

- * build on the knowledge, skills and attitudes acquired in primary school
- * include a balance of academic and prevocational studies
- * include a programme of remediation in literacy and numeracy
- * lay the foundation for further study and for employment
- * increase students' opportunities for enrichment and fulfilment
- * enhance students' abilities to make choices that affect the quality and direction of their lives.

Features of the New Curriculum

The new curriculum is designed to be:

- **Responsive:** developed in response to national goals and student needs, by teams of teachers, Education Officers and specialists (Jamaican and international consultants).

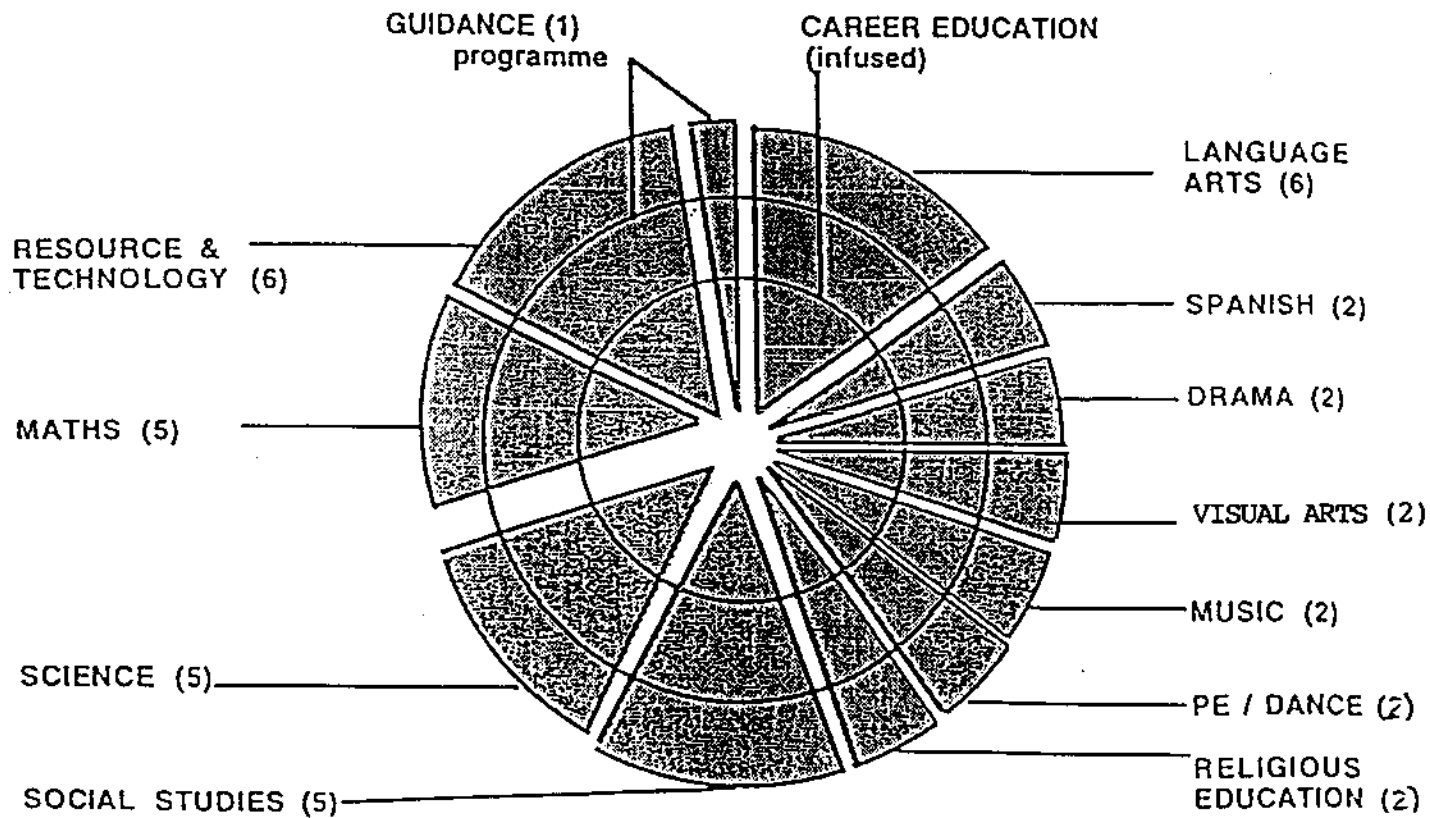
- **Broad and balanced:** centred around five core subjects (Language Arts; Mathematics; Resource & Technology; Science; Social Studies) plus Career Education. (The Curriculum Framework is shown on page xii)
- **Multi-level:** (there are three levels: **Foundation 1** and **2** ; **Normative** and **Enrichment**). While the content will be similar for all students, activities will vary, to match the stages of development of the students in the class.
- **Articulated :** building on the primary school curriculum for Grades 1-6; preparing students for work or for CXC and other examination courses in Grades 10-11.
- **Differentiated:** certificates will reflect what each student has achieved.
- **Socially responsible:** students will work in collaboration with others and take on responsibility for their own learning.

Long Term Objectives

The new curriculum will eventually provide for additional subjects, some optional areas of study, clearly defined achievement levels and a final certificate based on statements of students' achievements.

CURRICULUM FRAMEWORK

ROSE JUNIOR HIGH PROGRAMME – THE CURRICULUM FOR GRADES 7 - 9



Language Across The Curriculum

Language is central to the whole curriculum process. Oral and written language are both essential to the thinking process which must take place in all areas of the curriculum.

John Carol, (1974) states that:

"the various forms of pictorial expressions are almost always accompanied by language and require language to make them intelligible".

Piaget, (1971) has written that:

"language is but one among....the many aspects of the semiotic functions even though it is, in most instances, the most important one".

Even highly abstract processes in Mathematics and psychomotor activities use the medium not only in describing the techniques and processes but also in invoking responses.

The student who is articulate in oral and written language, who can use words to manipulate ideas, to shape thoughts and to understand key concepts, has an indispensable tool for all school learning because the ability to communicate through language is a necessary skill in all subject areas.

But what do we mean by 'language across the curriculum'? It certainly does not mean that each subject teacher must take responsibility for teaching sentence structure, grammar and composition skills in the subject areas. Rather, language across the curriculum is "verbalization as the fulfilment of understanding within each subject area". Thaiss, (1984). This involves such factors as:

Students (in all subject areas)

- * using writing to order and classify thoughts
- * learning the language appropriate to the subject
- * using with increasing precision the vocabulary of their subject;

Teachers (in all subject areas)

- * modelling the language of their subject
- * attending to the conventions of written language
- * becoming sensitive to the role and varieties of language learning.

The following learning skills which are traditionally regarded as the purview of the language teacher are shared by all subjects in the curriculum.

- | | | | |
|-----|--|---|--|
| (1) | Locating information | | using encyclopaedias and reference books and gathering facts from field trips and interviews. |
| (2) | Organising information | - | outlining and categorising |
| (3) | Acquiring information through reading | - | using strategies such as skimming and scanning and understanding the importance of pre-reading strategies. |
| (4) | Acquiring information listening and observing | - | setting purpose for listening and observing |
| (5) | Communicating orally and in writing | - | speaking with accuracy and poise, writing with clarity and exactness, using the writing process. |
| (6) | Interpreting pictures, charts, graphs, tables, cartoons. | - | constructing simple graphs, tables and other pictorial materials including cartoons |
| (7) | Evaluating and applying information. | - | applying problem solving and critical thinking skills. |

Each subject area has its special needs although there are many held in common across the curriculum. The subject teacher needs to be aware of this and should provide learning situations which will foster the development and use of appropriate language.

Career Education Across The Curriculum

Career development is a life-long process which begins in the home, is nurtured throughout school life and is manifested in adult career choices.

Individuals progress through **three stages of career development:**

1. **Awareness** which begins with self and career awareness.
2. **Exploration** which engages youngsters in activities to explore their own interests, abilities and values as well as explore careers, and
3. **Preparation** which builds upon the totality of experiences and learning as the youngster prepares to succeed in a meaningful and satisfying career.

It is the responsibility of educators to guide this process by providing appropriate support and experiences to assist students through all the stages. In particular, educators should:

- a) expose all students to, and encourage them to explore non-traditional careers regardless of sex, race or ethnic background;
- b) help students develop positive attitudes towards work; and
- c) prepare students for careers that are realistic and satisfying.

Career development education is not a school subject. It must be seen as:

- (i) the link that joins career development learning with world of work learning, and
- (ii) the tool that prepares students to make realistic career decisions as they acquire new experiences, values and goals.

It must be based on student needs, must employ a team approach to teaching and learning and must include the infusion of Career Education elements into the entire curriculum.

The process of infusion involves:

- (a) the recognition/identification of the many Career Education concepts that are similar to those in other subject areas;
- (b) the purposeful linking of the common concepts and/or areas of content identified at (a) so that they are not taught in isolation. Rather, there should be such constant cross-referencing amongst subjects that students perceive the common concepts as comprising necessary insights and information without which their education would be incomplete;
- (c) the use of methodologies and activities which ensure the development of skills and attitudes which appear in all subject areas in ways that demonstrate the relevance of these learnings and experiences to career choices.

The management of the process is important. Leadership must come from the Guidance Counsellor and/or Career Education Co-ordinator, but all staff members need to familiarize themselves with the main objectives of the Career Education programme and to plan together for its effective implementation.

INTRODUCTION

The Teachers' Guide included herein aims to assist the teacher in the implementation of the curriculum. It is a supplement to the Curriculum Guide, which is the legal document addressing the teaching of Religious Education at the Grade 7-9 levels.

The Teachers' Guide addresses not only the scope and sequence of the subject, but also gives valuable information concerning the:

- Nature of Religion
- Rationale for Teaching the Subject
- Aims and Objectives of the Subject
- Role and Function of Religious Education Teacher
- Ethical Issues Relating to the Subject
- Teaching of Human Values
- Definition of the Concepts Contained Within Each Theme

The Scope and Sequence is set out in themes with units and topics for each term and for each grade level. Each unit deals with a topic. It addresses the following:

1. Concepts
2. Content
3. Specific Objectives under the headings: Knowledge, Skills and Attitudes.
4. Suggested Learning Activities
5. Suggest Teacher Activities
6. Assessment (tools and techniques)
7. Possible Infusion with Other Subjects

The time suggested for each Unit is based on an allocation of at least two (2) forty-minute periods per week. It is expected that the teacher will do a further breakdown of each Unit (as outlined) into actual lesson plans. Some suggestions are given as to how this can be accomplished.

It must constantly be borne in mind that this document is a guide, and as such, its purpose is to point in the direction of its target or goal by suggesting ways of achieving learning outcomes. The teacher, therefore, is expected to make modification where these will facilitate the students' learning.

Guidelines are provided for taking students on field trips and for observing and recording students' behaviour and/or performance in class.

THE NATURE OF RELIGION

At the very heart of any religion are the concepts of recognising and relating to deity: that is, to a Being or state of being considered to be supreme, and/or to deities thought to have powers greater than those of humankind.



Wherever humans have lived, their basic religious needs have remained the same:

1. Strength to bear the challenges of life
2. Protection for survival
3. Assurance when in doubt
4. Faith to guide one's conscience
5. Strength of conviction and courage to face the challenges of life
6. Guidance and support when coping with negative emotions
7. The urge to revere: to show the highest regard and admiration for something or someone about which they stand in awe.



There is also the need for the individual to make decisions in a moral and social context. However, religions do not only involve morals or the making of ethical decisions. They are about a person's entire lifestyle: about quality of life and values and about spiritual stamina. They are also about the need to live and worship harmoniously in community.



Various patterns or systems of belief have developed over the centuries to help to meet people's needs in relation to their daily experiences. The oldest and/or the most well-established of the religions are described as traditional belief systems.

However, whatever form religion has taken since its earliest existence, in essence its main function is – through worship and lifestyle – to help humankind cope with that nebulous reality that transcends the realm of normal human experience.

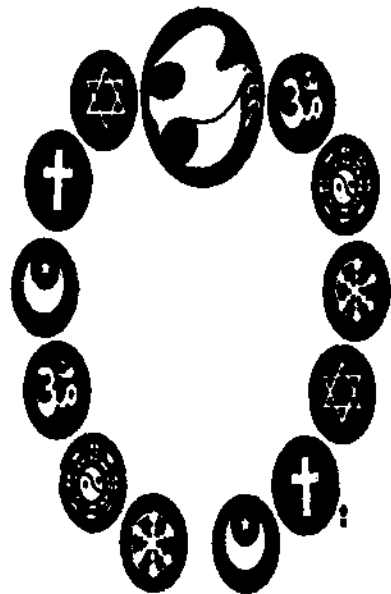


THE NATURE OF A RELIGION

Experience teaches us that there is no one single variety of each of the religious traditions known to humankind. If we take the singular label "Christianity" we will realise that there are in fact a great number of varieties of Christianity, and there are some movements that cause us to have doubts as to whether or not they may be considered Christian.

Each religion is found in many countries, and each permeates and has been permeated by the cultures of the regions in which it is found. This adds to the richness of the faith. Sometimes the expression of the faith in a particular culture bears little resemblance to the original tradition. In trying, therefore, to define religion, we have to deal not only with traditions, but with what might be called 'subtraditions'. In places like the Caribbean we have to deal with certain elements that have been retained from the religion of our fore-parents who came to the region from Europe, Africa, Asia and other places. The meeting of different traditions and cultures often produces new religious movements.

Despite the difficulty one encounters in trying to define the concept, it is possible to identify certain aspects of 'dimensions' that are present in some degree in all major religious traditions, and are also evident in some of the sub-traditions. These dimensions will help us to understand something of the nature or character of a religion.



Ninian Smart lists these dimensions as follows:

1. **THE ETHICAL AND RITUAL DIMENSION:** This includes such practices as regular worship, preaching, prayer etc. In the Christian religion these practices are prominent. The ancient Jewish tradition of the Temple was preoccupied with the ritual of sacrifice. Sacrificial rituals are important among Brahmin forms of the Hindu tradition. Practices such as yoga in the Buddhist and Hindu traditions may also be considered rituals. Similar examples can be found in other religions.

2. **THE EXPERIENTIAL AND EMOTIONAL DIMENSION:** This is the 'feeling' side of any religion. Religious history is awash with the enormous vitality and significance of experience as an agent in the formation and development of religious traditions. Examples include the visions of Muhammad, the conversion of Paul, the enlightenment of the Buddha. Emotions and experiences of men and women are food on which the other dimensions of religion feed.

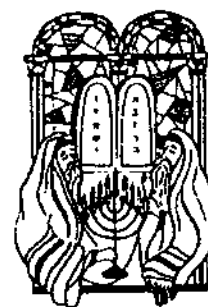
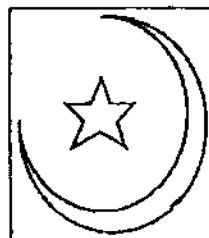
3. **THE NARRATIVE OR MYTHIC DIMENSION:** This is the 'story' side of a religion. It is typical of all religious faiths to hand down vital stories - some historical, some prophetic, some about heroes and saints, some about great founders such as Moses, Buddha, Jesus, and Muhammad. Such stories - originally based upon long oral traditions - are often enshrined in the sacred writings (scriptures) of these religions. Stories in religion are tightly integrated into the ritual dimension. The Christian communion service commemorates the story of the Last Supper. The Jewish Passover ceremonies commemorate events of the Exodus from Egypt. As Jews share the meal they retrace the story.



4. **THE DOCTRINAL AND PHILOSOPHICAL DIMENSION:** The doctrinal dimension underpins the narrative dimension. For example, in the Christian tradition the story of Jesus' life and the ritual of the communion service led to attempts to analyse the nature of the Divine Being in order to preserve both the idea of the incarnation (God in human flesh) and the belief in one God. This led to the formation of the doctrine of the Trinity in which God is expressed as three 'persons' in one 'substance'. Every religious tradition or subtraction has it body of instruction, its dogma. In Islam the single most important teaching is the unity of God, who is the creator of the universe. In the Hindu religion we can cite the doctrine of reincarnation among others.



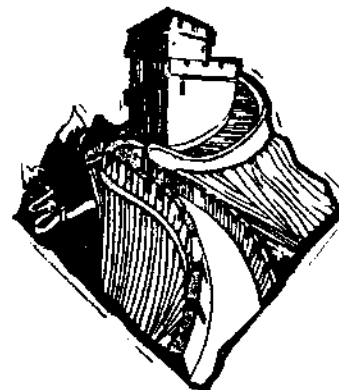
5. **THE ETHICAL AND LEGAL DIMENSION:** This is the law which a religious tradition or sub-tradition incorporates into its fabric. In Buddhism there are certain binding precepts - known as the five precepts or virtues - which together with other rules and regulations control the lives of the monks, nuns and monastic communities. In Judaism there are not only Ten Commandments, but also a complex of over six hundred more rules laid out for His people by Yahweh. In Islam there is the law or Shari'ah which has a central place in the history of the religion. Islamic law shapes an Islamic society religiously, politically and morally. The central ethical attitude in Christianity is love, as depicted in the life of Jesus himself and in his injunctions to his followers. The Ten Commandments and Christian ethics have combined to shape the laws and values of Western civilisation.



6. **THE SOCIAL AND INSTITUTIONAL DIMENSION:** To understand a faith we need to see how it works among people. Every religious movement is embodied in a group of people. The group goes by different names in different religions e.g. church, congregation, Sangha umma. There is a variety of relations between organized religions and society. A faith may be the official religion of the land, or it may be just one of several religions, or it may be somewhat cut off from social life as a sect or cult. The social dimension of a religion includes the mass of persons involved in it – not only outstanding persons but also lesser-known individuals who contribute in their own ways to the development of the character of the religion.



7. **THE MATERIAL DIMENSION:** The social dimension invariably finds tangible expression in material form – buildings, art work, other symbols and figures often very elaborate and highly important in the spiritual lives of the adherents e.g. the ikons of Eastern Orthodox Christianity, the many statues of the gods and goddesses in Hinduism. Also important in this dimension are sacred landmarks, geographic origins of the religions etc., e.g. the river Ganges, Jerusalem, the sacred mountains of China, Mt. Sinai.



These seven dimensions help to characterise religions as they exist in the world.¹

¹ Smart, Ninian. The World's Religions: Cambridge University Press, 1992

VISION STATEMENT FOR THE TEACHING OF RELIGIOUS EDUCATION

Students completing the study of Primary and/or Secondary level Religious Education should have achieved an appropriate level of academic, moral and spiritual development, based on a realistic understanding of deity in relation to themselves, other human beings and the rest of Creation. They should be willing to examine and exhibit an appreciation for beliefs and practices other than their own and/or those with which they may be familiar, and so begin to interpret the activities of both the dominant and the other religious groups around them in the context of balanced and accurate information.

Religious Education should also provide students with the tools which will help them to explore fundamental questions about life's meaning and purpose, examine how different religions grapple with these questions, build on their own natural sense of awe about spiritual matters, and begin to decide on their own stance concerning religion. This will help them in developing a sense of their own worth, as well as in the making of wise everyday choices.

Ultimately, Religious Education should develop in students a sensitivity to spiritual, social and ethical issues, accompanied by an awareness of the various ways in which religious belief can be expressed individually and in a faith community. It should also help them to appreciate the importance of commitment to moral and/or religious principles. Finally, it should help students to understand how this commitment can lead not only to their own enrichment, but to the betterment of their country and of the world.



WHAT IS RELIGIOUS EDUCATION?



The use of the term “Religious Education” to describe the teaching of religion and religious concepts in schools is relatively new. Previous titles used in Britain and in Commonwealth countries, including Jamaica, were: Religious Instruction, Bible Knowledge, Religious Knowledge and Christian Life Education. The curriculum based on the titles focused on the Bible and instruction in the Christian Faith.

The new title embodies an approach which results partly from new insights into education and partly from changes in society. Such changes include a recognition of the fact that in the world today there are many other religions - as well as secular alternatives - with which people regularly come into contact through local, national and international cross-cultural fertilization.

It is difficult to give a brief definition of Religious Education, as it encompasses and address issues and realities which exist in all areas of human experience. It is therefore best understood if described. Consequently, this segment is an elaboration on the Vision Statement previously outlined – that is, with what the subject seeks to achieve.

The goal of Religious Education is not to alter the ratio of persons belonging to these different religious groups. Its aim is not to change what there is but - with as much objectivity as possible to give students a sense of what else there is apart from what they know already.

The content of Religious Education is drawn from:

- (a) traditional belief systems
- (b) individual patterns of belief
- (c) shared human experience

Hence, students examine the origin, development, beliefs and practices of large, small, old, new, indigenous and worldwide religious groups. This is done in an effort to help them understand more clearly how the beliefs and practices of these groups (i.e., their religious heritage) have affected – and still have the power to influence – everyday life and culture. **Students explore the nature of religion itself, and in so doing learn to identify the basic components of any religion.**

At the core of Religious Education are such renowned civic virtues and moral values as honour, love; forgiveness; honesty; integrity; stewardship; faithfulness; generosity; helpfulness; a sense of responsibility; courage; conviction; justice; respect for others, for Life itself and for the environment; self-worth; freedom and equality.

In conclusion, whereas previous instruction embodied only biblical content and principles, Religious Education accommodates a broadened and balanced perspective that includes other religious beliefs and practices. It utilizes modern approaches such as the existential, the dimensional and the phenomenological approach. These address not only the "who" and "what" of the subject, but also the "why". They lend themselves readily to integration with all other subjects – not only the Arts but also Science and Technology. This makes the subject more relevant, and leaves much room for creativity/self-expression and understanding on the part of both students and teachers. *Students are therefore helped to learn not only about religion but from it; that is to "mature in relation to their own patterns of belief and behaviour"*¹ as they develop a greater consciousness and understanding of the human community to which they belong.

RATIONALE

Various educators have given the following reasons why the study of religion as a phenomenon, and how it is communicated, is as important as Language, Mathematics or any other subject in the school curriculum.

- (a) Public education was founded to teach the forementioned civic virtues and moral values; to shape the civic habits and the hearts of students so that they may enter the wider society with an accurate understanding of what it means to be good and virtuous citizens: the type of citizens that are of the highest moral integrity, and who are needed to build a nation.
- (b) Religion has been so much a part of the history of nations and is so much a part of people's everyday lives that the need to develop a general understanding of it in the course of the school curriculum seems obvious. In the Western World in general, and in Jamaica in particular, religion has had a great influence not only on history but upon culture, laws and literature. This is an influence that should not be ignored or discounted.
- (c) "... religious belief has been an inspiration for the greatest achievements in art, poetry, music, architecture etc. Religion is an enormous creative power. In every age it changes its forms of appearance"². Students should therefore not be denied access to such an enriching influence.

¹ Reid, Rudge & Howarth. *How I Teach R.E.?* p. 1. Stanley Thomas & Hulton. 1990.

² Whiting, Roger, *Religions for Today*, p. ix, Stanley Thomas, 1991 Gloucester.

- (d) "... the understanding of religion as a phenomenon involves developing certain perceptive faculties which are not totally represented in any other area of experience at school....whatever one's own view, religion represents a very wide- spread human activity, both at the personal and collective levels, and there is a need to take care that pupils do not lack the 'antennae' to tune into its significance" ³.
- (e) It is a fact that "countless evils have been done in the name of religion, ranging from tortures and holy wars to the subjection of outcasts, slaves and women",⁴ eg. the existing situations in Northern Ireland and the Middle East. However, it is not true to say that religion is the sole cause of such atrocities, but it does contribute to them.

One of the objectives of Religious Education is to help students understand the passions of religion. Such students are more likely to contribute to peace and harmony in the world.

- (f) Largely due to the influence of the public media, there are more explicit and widespread demonstrations of moral decadence, intolerance and other ills in society which may be further traced to a breakdown of the influence of positive traditional family and religious values. Coupled with this fact, adolescence is typically a time of tensions, conflicts and instability. Some students will leave Grade 9 for the wider world. Religious Education offers guiding principles which will enable adolescents to make decisions based upon responsible moral values.
- (g) The Religious Education curriculum includes the study of religious and indigenous religious groups present in the "catchment areas" of schools, particularly those with which children come into contact. However, it is not enough to be exposed to the religions practised in one's own neighbourhood. "We are citizens of the world at a time of steadily increasing mobility and communication, and children need to be helped to prepare for life in a world of very diverse religious commitments" ⁵.
- (h) "Religions are concerned with the ultimate and external things of life" ⁶. Though this should by no means be its primary function, Religious Education will also provide pupils with vital information which will help them to decide on their own religious views. The actual practice of religion should always remain in some sense "extracurricular" and schools should always – while encouraging students to develop objectivity, empathy and sympathetic understanding – preserve their neutrality.
- (i) Religious Education, therefore, offers students the opportunity to explore, question, seek and discover for themselves. It requires of students the same spirit of enquiry that they bring to other subjects in the school curriculum.

3456

³ C. Erricker, (ed.) Teaching World Religions. p.3. Heinemann, Oxford, 1993

⁴ Whiting, Roger. op. cit., p. ix.

⁵ C. Erricker (ed.) op. cit., p. 2.

⁶ Whiting, Roger. *ibid.*, p. ix.

RELIGIOUS EDUCATION – A MULTI-LEVEL APPROACH

One of the special features of this Religious Education Curriculum is that it is designed to use a multi-level approach to teaching and learning. This means that it gives recognition to the fact that in any single classroom a teacher has to cope with students who are all the time operating at different levels - academically, socially, and in response to all the experiences and influences that impact upon how they learn.

With this in mind, special care has been taken to ensure that the learning outcomes are realistic and achievable and that the suggested learning activities provide opportunities for the development of a wide range of abilities, attitudes and skills.

Hence the students who are not good readers, while they are being helped to improve their reading, have scope in this curriculum to express themselves and make their contribution in class in other ways. They need not be left behind, but their special abilities may be used to enrich their own learning experiences and those of their classmates.

Suggestions for learning activities are given with each topic/subtopic. The activities are by no means exhaustive, and the teacher should feel free to introduce additional activities as well as modify or adapt the suggestion ones for the benefit of his/her students. Recognition is given to the fact that very many of our students are reading several levels below their actual grade level. The Secondary School Textbook Project (SSTP) has produced curriculum based materials to ensure that reading materials are provided which are at the appropriate level for such students.

In addition to the abovementioned strategies meant to address our multi-level classroom reality, the teacher is encouraged – particularly through lesson planning – to cater to the needs of gifted children, as they are also a reality. The learning activities suggested in the unit plans may be adjusted to a higher level of difficulty where appropriate in order to provide challenge and interest for these children. Their abilities should be used discreetly for peer instruction and observation as well as to enhance group activities. Care should be taken to avoid favouritism and to execute these plans in a way that develops the self worth of both gifted and less competent students.

It is hoped that the teacher will make the best use of the suggestions and support materials provided to enhance his/her delivery of the curriculum.

THE ROLE OF THE RELIGIOUS

EDUCATION TEACHER



The teacher's own personal interest and competence is a major factor which is bound to influence the successful teaching of Religious Education. Contrary to the belief held by many that 'any teacher can teach Religious Education', this subject presents peculiar problems which call for specialised training and for dedication to the subject on the part of the teacher.

- ☛ The teacher of R. E. is first and foremost an educator, and as such will be concerned to encourage students to have an open, critical, unbiased approach to the subject. This approach is based on a willingness on the part of teacher and pupil to raise questions without necessarily arriving at conclusive answers.
- ☛ The Religious Education teacher is not just one who dispenses information concerning beliefs and practices. The subject transcends the informative. It is necessary for the teacher to be able to guide students into an appreciation of the thoughts and intentions that lie behind religious words and actions.
- ☛ The Religious Education teacher is objective and impartial. He or she does not present opinions and beliefs as facts. Such a person should know the difference between verifiable facts and matters that remain beyond empirical investigation and truth.
- ☛ Religious Education should not be used for political or religious indoctrination. Teachers of the subject should not impose particular values and beliefs on children. However, they, along with all other teachers, should support basic educational values and those represented by the school as a whole.

The teacher therefore should:

- a) be clear about the nature of the subject and its concerns.
- b) recognise that any religion is far more than a belief system
- c) begin at first by working within aspects of the subject that are familiar and accurately understood - in other words: start from the known and move to the unknown

- d) be more a guide than an authority
- e) display a high degree of interest in Religious Education
- f) show a high level of interest in the exploration of ultimate questions at his or her level as well as at the pupils' level
- g) present himself / herself as a teacher and not as a preacher. During classes, he or she should never proclaim personal religious conviction in the way that this might be done in a place of worship; rather the teacher should ensure that pupils see anyone's personal convictions as another set of beliefs, not as indisputable facts
- h) guide pupils into exploring and seeking answers to Life's questions.



OVERALL AIMS OF THE RELIGIOUS EDUCATION CURRICULUM

1. To widen the religious perspective of the Grade 7-9 student locally, regionally and globally through the study of indigenous, Afro-Caribbean and world religions.
2. To help students develop an understanding of, and appreciation for elements and values of the belief systems being studied.
3. To lead students to appreciate the fact that religion can be either a unifying or a divisive influence within society.
4. To lead students to understand that religion can help to form the basis of their own values and belief systems.
5. To create in students an awareness of their freedom of choice with respect to religious beliefs.
6. To develop an awareness that religion is an important element of the culture of any society.
7. To help students develop an awareness and understanding of self in relation to deity, family, community, nation, region and the world.
8. To awaken recognition of the challenge and practical consequences of religious beliefs.
9. To examine seriously or sympathetically the problems which might confront minority religious groups locally, regionally, globally.
10. To articulate insights and motivation provided by religious faith and experience.
11. To examine some of the similarities and differences among some of the beliefs and practices of religious groups and to discover what they mean to those who hold and practice them.
12. To expose students to the rites of passage practised in the religions being studied.
13. To help students understand that there are different approaches to life – eg. religious, scientific, aesthetic and other and that these approaches can exist harmoniously.
14. To enable students to make decisions based upon responsible moral values and principles.
15. To enable students to demonstrate growth in religious insight.



OBJECTIVES FOR GRADES 7 - 9 RELIGIOUS EDUCATION

The units mentioned at the end of each of the following objectives are simply for use as guidance. The teacher will find ample opportunity to apply these objectives elsewhere, in accordance with those listed in the unit plans themselves.

A. KNOWLEDGE

 ***Students should be able to:***

1. (I,W,S) Define and use correctly the concepts religion, deity, identity, worship, culture, stewardship, work, commitment and other concepts listed in the units. (7-9)
2. (I) Demonstrate the awareness that every individual is a spiritual being. (7-9)
3. (I) Describe and demonstrate how cultural identity is influenced by religion and family background. (7IV)
4. (W) Demonstrate an awareness of the symbolic in everyday life and religion. (8IV)
5. (W) Identify, describe and explain the significance of various festivals and ceremonies of the different religions being studies. (8I, 8V)
6. (W) Identify and discuss the diversity and common features of worship across the religions under study. (8)
7. (W) Identify and describe places of worship in a various religions and explain the significance of the various physical features within them. (8III)
8. (W) Describe the role, function and significance of worship in religion. (8II)

KEY:

- (I) = Identity
(W) = Worship
(S) = Stewardship

Roman Numerals = Units e.g. (7I) = Grade 7 Unit I; 8V = Grade 8 Unit V etc.

9. (W) Examine and appreciate the contribution of Afro-Caribbean leaders to the development of religious thought in the region and the world. (7IV, 8I)
10. (W) List and describe different forms/expressions of worship. (8I)
11. (I,W,S) Identify and discuss various ways in which religious beliefs affect citizenship and governance. (7IV, 8, 9I, 9II)
12. (I,W,S) Develop an understanding of the influence of sacred writings on the everyday life of a people. (7, 8VI, 9I, 9II)
13. (I,S) Develop the awareness that different religions have specific beliefs and practices concerning sharing time, talent and resources with others. (9I, 9II).
14. (I,W,S) Examine the effects of religion on the formation of attitudes, values and beliefs. (7-9)
15. (I,W,S) Use religious and moral principles to analyse situations and make mature decisions about right and wrong. (7I, 7IV, 7V, 8, 9I, 9II)
16. (I, S,) Identify important religious heroes or models and recognise characteristics in the lives of these persons which impact or can impact upon their own lives. (7I, 9I, 8, 9II)
17. (I, S) Be cognisant of the consequences of the use and abuse of their bodies. (7I, 7IV, 9I, 9II)
18. (I) Examine the views different religions hold regarding procreation. (7III)

B. SKILLS

 Students should be able to:

1. (I) Demonstrate that they are curious, creative, talented and imaginative human beings. (7I)
2. (I) Analyse and evaluate the influence of religion on people's lifestyles. (7V)
3. (I) Exercise a sense of responsibility regarding the use of their ability to reproduce. (7III)

4. (I) Explore, discuss, outline and compare religious theories pertaining to the origin of life. (7III)
5. (I, W) Engage in an intelligent discussion on the evolution of the religions studied. (7III, 7IV, 8II, 8VII)
6. (I, W,S) Analyse and evaluate contemporary life issues from a religious perspective. (7I, 7III, 8II, 9I, 9II)
7. (I, W) Articulate insights and motivations provided by religious faith and experience. (7I, 8II, 9I, 9II)
8. (I,W,S) Evaluate the role and function of the aesthetics in religion. (7V, 8I)
9. (I,W,S) Make decisions which will lead to responsible, creative and productive use of time, talent and resources. (7-9)
10. (I,W,S) Use religious and moral principles to analyse situations and make mature decisions about right and wrong. (7-9)

C. ATTITUDES

 ***Students should be able to:***

1. (I) Demonstrate an understanding of self in relation to deity. (7II, 7IV)
2. (I) Show a positive attitude towards their ethnic origins in response to an understanding of themselves as human beings. (7IV)
3. (I,W) Appreciate the influence of religion on human sexuality (i.e, knowing and consciously directing behaviour accordingly. (7I, 7V)
4. (W) Develop as open and unprejudiced an attitude as possible to the beliefs, practices and values of others. (7-9)
5. (I,S) See work as an honourable and noble part of self-actualization. (7I, 9I, 9II)
6. (I,W,S) Develop an appreciation of the fact that they are accountable to self, Creator, and the human community of which they are a part. (7I, 7III, 8, 9I, 9II)
7. (I,W,S) Demonstrate ethical responsibility by showing qualities of honesty, accountability, and other values in all situations whether they are supervised or unsupervised. (7-9)

8. (I,W,S) Appreciate the fact there is a set of rules and values (usually based on religious principles) which underpins every society, the removal of which will result in the decadence of that society. (7I, 8, 9I, 9II)
9. (I,W,S) Realize that every human being has a conscience, which needs to be exercised in dealing with one's fellow human beings, irrespective of religious persuasion. (7I, 8, 9I, 9II)
10. (I,W,S) Appreciate the fact that the capacity for doing what is good should be cultivated for its own sake without any thought of personal gain. (7I, 9)
11. (S) Show responsibility for and solidarity with the environment which sustains life. (7I, 7V, 9)
12. (I,W,S) Develop an appreciation for the sacredness of life. (7III, 7V, 8, 9II, 9IV)



SKILLS TO BE LEARNT IN GRADES 7 - 9

To learn how to do things is to learn a skill. A skill is defined as the ability to use one's understanding to accomplish a task effectively and readily. This ability is usually acquired after much regular practise and application in differing situations.

Categories of Skills

There are many ways to classify skills that are appreciated for inclusion in the Religious Education curriculum. This Guide focuses on five categories:

- ♦ Basic Communication Skills
- ♦ Map and Time Skills
- ♦ Thinking/Decision Making Skills
- ♦ Valuing Skills
- ♦ Participation Skills

The skills are not exclusive to Religious Education. For example, all subject areas need and use thinking skills and basic communication skills, and all teachers should provide opportunities for students to develop these skills whether or not they are primarily taught/introduced in Language classes. Participation, valuing skills and thinking/decision-making skills are greatly emphasised in Religious Education. The expectation is that concentrated effort will be made to develop these skills, and that they will be reinforced in other subject areas, so that students may be able to practise them in a variety of contexts.

The key used in the following table is to be interpreted as follows:

- | | | |
|---|---|--|
| I | = | Introduce |
| D | = | Develop (systematically, in greater depth) |
| M | = | Maintain (extend and re-teach where necessary) |

The sequencing of these skills is meant as a guide only: teachers know their students best and should be flexible in using it. Moreover, cross-subject planning should reveal the skills that have been introduced in other areas and at what level of difficulty this has been done. This will determine the students' present needs.

SCOPE AND SEQUENCE OF SKILLS

GRADES 7-9










SKILLS		GRADE 7	GRADE 8	GRADE 9
A. BASIC COMMUNICATION SKILLS				
1.	Recognize vocabulary	M	M	M
2.	Detect cause and effect relationships	D	M	M
3.	Use pictures to gain meaning	D	M	M
4.	Select main ideas	D	M	M
5.	Use glossary, appendix, table of contents, index, dictionary, directory	D	M	M
6.	Use community as a resource	D	D	M
7.	Use newspapers, magazines, almanacs	D	D	M
8.	Make notes, keep journals and diaries, develop portfolios	D	M	M
9.	Use correct sentence structure	M	M	M
10.	Prepare and write reports	D	M	M
11.	Debate a point of view	M	M	M
12.	Give oral and written reports	D	M	M
13.	Ask and answer questions precisely	M	M	M
14.	Participate in class discussions	M	M	M
B. MAP AND TIME SKILLS				
1.	Use symbols to make or read maps and globes	D	D	M

SKILLS		GRADE 7	GRADE 8	GRADE 9
2.	Identify and indicate the cardinal points		M	
3.	Identify local places and physical features	D	D	D
4.	Use scale to compute distance		M	M
5.	Make comparisons between places	M	M	M
6.	Place dates and events in chronological order	D	M	M
7.	Make and read time lines	D	M	M
8.	Compute the length of time between two dates	D	D	M
C. THINKING OR INTELLECTUAL SKILLS				
1.	Ask relevant questions	D	M	M
2.	Classify objects and information	D	D	M
3.	Devise accurate titles for events, stories, pictures	D	D	D
4.	Interpret, analyse, summarise, synthesise and evaluate data	D	D	M
5.	Draw reasoned conclusions	D	M	M
6.	Make rational individual decisions	D	M	M
7.	Justify conclusions/decisions	D	D	M
8.	Detect techniques of persuasion	D	D	D
9.	Speculate	D	D	D
10.	Predict from the known	D	D	M

SKILLS		GRADE 7	GRADE 8	GRADE 9
11.	Distinguish statements of fact from statements of opinion	D	D	M
12.	Distinguish relevant from irrelevant information	D	D	D
13.	Form concepts and generalisations	D	D	M
14.	Detect bias, propaganda or inconsistency in a line of reasoning	I	D	M
15.	Asses the reliability of sources of information	I	D	D
D.	VALUING SKILLS			
		I	M	M
1.	Identify their own values	D	D	D
2.	Identify the values of others	I	D	D
3.	Identify value conflicts	D	D	D
4.	Provide evidence to support or refute a particular value judgement	D	D	D
5.	Make moral judgements (good or bad; right or wrong)	D	D	D
6.	State alternatives	D	D	D
7.	Choose from alternatives	D	D	D
8.	Act on their own choices	D	D	D
E.	SOCIAL PARTICIPATION SKILLS			
1.	Teach peers	D	D	M
2.	Observe peers	D	D	D
3.	Describe their own feelings	D	D	D
4.	Empathise with others	D	D	D

SKILLS		GRADE 7	GRADE 8	GRADE 9
5.	Show respect for the rights of others	D	D	D
6.	Identify situations in which group decision-making is required	D	D	M
7.	Make group decisions democratically	D	M	M
8.	Seek support for a plan of action	D	D	M
9.	Organize group action and implement decisions	D	D	D
10.	Organize and carry out a plan of action in the community	D	D	D
11.	Come to a consensus	D	D	D
12.	Vote	D	D	M
13.	Work to influence people in positions of social and political power in the wider community	M	M	M
		D	D	D
14.	Co-operate	D	M	M
15.	Act as group leaders/members	D	D	M
16.	Contribute to group projects and outcomes	D	D	M
17.	Share group tasks equally	D	D	M
18.	Make rules	I	D	M
19.	Accept consequences for breaking rules	D	D	M

R.E. LESSONS SHOULD:

-  Encourage students to ask fundamental questions about themselves, about their social and natural environment and about religion.
-  Integrate R.E concepts with those of other subject areas where possible.
-  Make use of the personal knowledge and experiences, talents, likes and dislikes, interests, and hobbies of students.
-  Make use of everyday-life situations and collective creative expressions of the community/world to instill moral values and explore ethical issues as well as to facilitate a clearer understanding of religious beliefs and practices.
-  Employ the use of audio-visuals/technological advances wherever possible.
-  Encourage frank and honest discussion of and responses to the issues and content being explored.
-  Encourage teacher-student / student-student interaction
-  Supply the tools with which students can make their own ethical decisions as well as develop and/or consolidate their own belief systems.
-  **Be objective in the presentation and discussion of content and in handling of student responses**

SUMMARY

TABLE 1.

<i>RELIGIOUS</i>	Reflective thought
	Questions
	Creative expression
	Commentary on Life's ethical issues
	Learning about beliefs and practices
	Examining the framework of society
	Examining themselves
	Learning from each other
	Applying concepts to specific situations
<i>... allow students time for ...</i>	
<i>EDUCATION</i>	
<i>SHOULD</i>	

TABLE 2.

FUNDAMENTAL QUESTIONS	
Essential Life Issues	SAMPLE QUESTIONS
Authority	Why should I obey? Whom should I obey? Is there a God? Where is God? Where did God come from? Who says I shouldn't steal?
Meaning	Why doesn't God prevent some things from happening? Why do the innocent suffer? Where is happiness to be found? What is truth?
Value	What is good? Why are some things not good? What is most important to me? Do people matter more than things? Does God care? Does anybody care?
Purpose	What is life for? What is success? What does it mean to do my best? What should my ambition be? How does religion help people to be better persons?
Identity	Who am I? To whom do I belong? Why are we different from each other? Why are there different religions?
Origins	Why did the world begin? Where did the different religions begin? Where is the source of life to be found? When does life start?
Destiny	Is there life after death? What future is there for us? What will become of me? What will I become?

Adapted from "How Do I Teach R.E." p.18. Read, Rudge & Howarth, Stanley Thornes & Hutton. 1990 Cheltenham.

METHODOLOGIES

The teaching of Religious Education may be greatly enhanced by the use of:

1. Resource persons
2. Field trips/Visits
3. Multimedia
4. Various drama modes/The Arts
5. Case studies
6. Panel discussions
7. Debates
8. Projects/Exhibitions/Displays etc.
9. Interviews
10. The Forum technique
11. Researching/Reporting
12. Journals/Diaries
13. Cooperative group work
14. Observation (in a variety of settings)
15. Peer instruction (one-on-one or small group)
16. Self instruction
17. Poems, folklore, stories
18. Learning centres
19. Lectures (by pupils)
20. Portfolios

The creative teacher is sure to be able to add to this list, which is by no means exhaustive.



ASSESSMENT PROCEDURES

Teachers are accountable to students, parents, parents and the school community to ensure that each student makes the most progress possible, given the time and the resources available.

Assessment is useful when it provides feed-back to the:

- learners about what they are learning and should be learning
- teacher about each pupil's level of progress
- teacher about his or her effectiveness in helping students achieve stated goals
- teacher who is planning for subsequent instruction.

Types of Assessment

- A. Diagnostic – finding out the level of understanding children have at the beginning of a course.
- B. Formative – helping to reinforce what students are learning (*most important type in R.E.*)
- C. Summative – finding out what they have learned at the end of a course.

Guidelines for Assessment

The following guidelines provide a framework for systematic assessment of students' progress and for improving Religious Education programmes:

1. Relate assessment to the goals of instruction.
2. Integrate assessment into the teaching and learning process.
3. Make assessment techniques continuous, including individual lessons.
4. Use a variety of assessment techniques.
5. Use a variety of situations to assess student progress.
6. Assess in a way that facilitates standardization and objectivity.
7. Involve students in the assessment process – they can become self-evaluators.
8. Include teachers' self-assessment.
9. **Focus primarily on *individual growth rather than on comparative growth*.**
10. Include assessment of class/corporate growth in specific areas.
11. Use evaluation results to determine objectives and plan instruction.
12. Share assessment results with students, parents and other school personnel.

Techniques for Assessing Religious Education Objectives

A variety of techniques for assessing Religious Education objectives may be utilized. The following are suggested where traditional, formal assessment is needed. When these are used, assessment of reading and writing is implicit where the decision is taken to administer the test orally. In such cases the teacher must determine how listening and speaking skills will be treated.

Traditional, Formal Assessment Techniques

1. Objective Tests

- Multiple Choice
- Matching items
- True/false items
- Key lists

2. Short answers

3. Open-ended questions

4. Essay tests

5. Worksheets

Informal Assessment Techniques

In addition, there are useful **Informal Assessment Techniques** which should be used regularly to complement the others.

In Religious Education, these techniques are absolutely critical, since it is the ongoing assessment of attitudes and "unplanned" behaviour that will give authentic indication of development in moral and religious insight.

1. Teacher Observation

(a) Use observation schedules for:

- (i) student attitudes/behaviour and performance in classroom activities
e.g. discussion/role playing; interrelationships with peers and teacher, group work.
- (ii) samples of students' work e.g. drawings, models, group reports, projects, portfolios.

(b) Use the following for continuous assessment:

- (i) checklists and rating scales to record observation; (e.g. check list with A = Achievement & E = Effort instead of use of percentages).
- (ii) diaries and logs for anecdotal reports.
- (iii) rubrics (grids to assess progress in achievement of objectives and completion of assigned tasks).

2. *Students' Self Assessment*

- (a) Response to questionnaires
- (b) Individual and group diaries/journals
- (c) Worksheets, oral assessment, artwork, practical presentations
- (d) Rubrics constructed by teacher or by teacher and students.

3. *Students' Assessment of Teacher*

- (a) Response to questionnaires
- (b) Oral and non-verbal reports

4. *Students' Constructive Assessment of their Peers*

- (a) In class
- (b) Around school environs.

5. *Student-Teacher Conference*

- (a) Self assessment by students and teacher
- (b) Teacher's assessment of students
- (c) Students' assessment of teacher.

6. *Student Conference*

- (a) Student-led discussions including teacher, parents and using diaries, journals, portfolios and teacher's records
- (b) Discussion of growth in student's religious insight and the development of student's ideas concerning religion.

Establishing Standards

For consistent grading, the teacher should establish standards by:

- (a) linking a range of related test scores to rating scales, rubrics, checklists and anecdotal records on an ongoing basis.
- (b) at the end of the year conducting not only an academic test, but an assessment of skills using rating scales and checklists.

GRADES 7 - 9

**CONTENT OUTLINE
&
UNIT PLANS**

THEMES & STRANDS IN THE GRADES 7-9 CURRICULUM

The Grade 7-9 Curriculum is centred around three times: Identify (7), Worship (8) and Stewardship (9). Four strands span these grades/themes, namely: Self; Culture; Development, Meaning and Purpose; Ethical Responsibility. The scope of these strands is outlined below.

GRADE 7	GRADE 8	GRADE 9
THEME: IDENTITY	THEME: WORSHIP	THEME: STEWARDSHIP
<div data-bbox="535 747 825 779" style="text-align: center;">STRAND 1: SELF</div> <div data-bbox="149 816 1187 961"> Who am I * Physical Self * Moral Self * Sexual Self Socio-cultural Self * Purpose and Functions of Worship * Meaning and Purpose of Life * Communication with Deity * Solace and Support * Faith * Honesty * Integrity * Courage * Liability, etc. </div>		
<div data-bbox="232 1265 1144 1297" style="text-align: center;">STRAND 2: DEVELOPMENT, MEANING AND PURPOSE</div> <div data-bbox="149 1334 1187 1583"> Meaning and Purpose of Life * Place of Humans in Creation * Continuing Role of Humans in Creation * New and Emerging Religious Movements * Governance * Conflict Resolution * Leaders * Faith to Guide one's Conscience and Conviction * Solace and Support * Communication with Deity * Geographical Origins of Major Religions * Places of Worship * Commitment * Courage * Integrity * Responsibility * Use of Natural Resources. </div>		

GRADE 7 THEME: IDENTITY	GRADE 8 THEME: WORSHIP	GRADE 9 THEME: STEWARDSHIP
<div data-bbox="129 530 1259 907"> <p align="center">STRAND 3: CULTURE</p> <p>Socio-cultural Self * Exploration of Various Theories of Creation * Festivals and Celebrations * Naming * Rites of Passage * Customs * Norms * Indigenous Religious Leaders * Religion Governance * Religious Retentions * New and Emerging Religious Movements * Food * Dress * The Arts * Lifestyles * Attitudes * Values * Principles * Signs and Symbols * Forms * Elements * Purpose and Functions of Worship * Sacred Writings.</p> </div>		
<div data-bbox="129 1031 1259 1437"> <p align="center">STRAND 4: ETHICAL RESPONSIBILITY</p> <p>Moral Self * Sexual Self * Continuing Role of Humans in Creation * Attitudes Values * Principles * Lifestyles * Conflict Resolution * Faith to Guide One's Conscience and Conviction * Discipline * Honour * Accountability * Liability * Sacred Writings * Preservation of the Environment * Respect for Life and Property * Relationships * Proper Use of Time for Work and Leisure * Commonalties Across Religions in Matters Concerning Stewardship.</p> </div>		

THEMES IN THE GRADE 7-9 CURRICULUM

IDENTITY

“Who am I?” This question is at the very core of the concept of identity. According to The Concise Oxford Dictionary, identity is “individuality, personality: [the] condition of being a specified person”. It involves the environment in which one has nurtured in the past and in which one presently functions: past and present experiences, thought patterns and behaviour patterns. It involves attitudes. It encompasses every facet of one’s being, be it the spiritual, the physical, the emotional, the sexual, the socio-cultural, or the moral/ethical. No two sets of genes or experiences are exactly alike, hence no two people are alike.

In the Caribbean, this uniqueness involves a rich blend of Eastern and Western cultures, religions and ethnic groupings. It has therefore produced a multi-cultural environment in which unusual physical features and varied beliefs, values and practices, are commonplace. It is from this melting-pot that the major religions we practise - as well as our indigenous religious expressions - have emerged.

As Caribbean people we sometimes have difficulty knowing who we are, valuing ourselves, accepting ourselves and our personal worth when there are so many sources from which our heritage has been derived.

The Grade 7 curriculum helps students (who at this stage are very preoccupied with themselves) to explore who they are, using the following categories and basic principles:

Spiritual Self:

Human beings have a strong urge to worship, to exceed themselves, to find meaning and purpose in life, to do homage and show reverence to “One” superior or supreme in power or potential. There is a spiritual element that brings out the finer qualities in human nature, especially as humans relate with each other and to the world of Nature. Ever since the beginning of time, human beings have sought ways to explain in this inexplicable, elusive phenomenon.

Physical Self:

As far as religions are concerned, the physical self is not an accident, but a part of a design by a Supreme Being, however this Being is perceived. All human beings have the spark of the Divine, and this creates a cross-cultural link which spans all religions and locations.

Socio-cultural Self:

This involves social responsibility in a plural/multi-religious context, one’s interaction in the home and wider community, the influence of religious practices experienced and/or observed, as well as the influence of religion on social practices and vice versa.

Moral/Ethical Self:

Over the generations, there have been developed in collective human thought certain basic concepts concerning factors that influence the cultivation of conscience in human relationships and personal behaviour. ***These factors involve a consciousness of such values as honesty, truthfulness, justice, love, conviction, equality, helpfulness, hope, respect, courage, forgiveness, kindness and gratitude.*** There are different interpretations of the meanings of these concepts in different religions, and they affect human behaviour accordingly.

Sexual Self:

There is remarkable commonality in the views held by most major religions regarding sexual behaviour. The curriculum explores these, along with a young person's sexual development and its attendant responsibilities.

Meaning and purpose in life comes when there is an appropriate balance between all the facets of one's self, the Creator and the environment.

WORSHIP

The word 'worship' has the same root as the word 'worth'. They both derive from the Anglo-Saxon (Old English) word "weorth-scipe" which meant 'giving worth to'. The Concise Oxford Dictionary defines the word as (1) homage or reverence paid to a deity, especially formal service (2) the acts, rites or ceremonies of worship (3) adoration or devotion comparable to religious homage shown towards a person or principle (4) worthiness, merit; recognition given or due to these; honour and respect.

Worship is an essential part of the ritual dimension of any religion and contains certain basic elements which appear in most religions, e.g. prayer, reading of sacred writings, homage to deity, exhortation etc. The place of worship and attitudes in worship are easily identifiable.

Some people require visual aids e.g. art, incense, a certain mode of dress, a rosary, a crucifix, a prayer mat, bell music to create an aura and add depth and meaning and purpose to worship. For some these are not necessary.

Worship can be a personal and private exercise carried out in the privacy of one's home as well as a corporate public act that takes place in one of the many and varied edifices erected for the purpose, e.g. a church, tent, mosque, temple or synagogue. It can also be done in the open air.








STEWARDSHIP


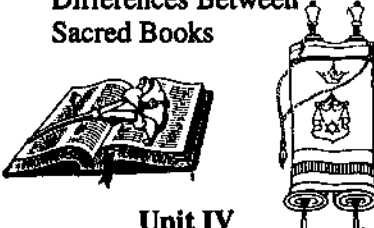


The New Testament Greek word for 'stewardship' - 'oikonomia' - is a combination of two words: 'oikos' which means house; and 'nemein' which means to divide, distribute or apportion. The word 'steward' has come to be used to mean someone entrusted with responsibility and management, e.g. of his/her master's or mistress' household. The Concise Oxford Dictionary gives us several meanings, e.g., an official appointed to keep order or supervise arrangements at a meeting or show or demonstration etc., a person responsible for suppliers of food etc. for a college or club; a person employed to manage another's property. All these definitions imply a sense of responsibility, trust and accountability. They also imply that the person on whom the responsibility is placed possess such qualities as honesty, integrity, industry, loving care for that over which he/she is placed. Stewardship involves all these qualities and more. It involves the steward's understanding of himself/herself in his/her role; it involves a relationship between the steward and the persons or things over which he/she has charge; it involves good work ethics, prudence, sensitivity, faithfulness etc.

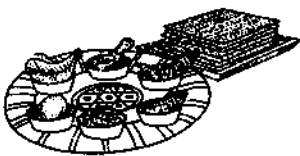




Across the religions of the world, adherents have felt that one of their responses to deity within their religion is to acknowledge the various gifts given them, and to be good stewards of those gifts. Emphasis is usually placed on time, talent, money. Hence time is spent in worship or an act of charity; or money spent on good deeds or tithing. But stewardship involves more than these deeds and should concern even those who do not claim to be adherents of any religion. All human beings have a responsibility for the environment and by the very fact of a shared humanity they should feel responsible for one another. So stewardship has to do with the environment, with matters such as social justice, with our being good citizens, with our developing our natural talents, with caring and sharing, with living and letting live, with loving and giving. It should be evident among us in our families, in our institutions and in the wider community. It is personal as well as corporate. Stewardship, rightly undertaken, makes for a better world in which to live.



SCOPE AND SEQUENCE OF THEMES, UNITS AND TOPICS

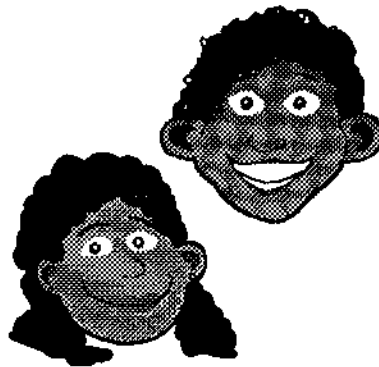
GRADE 7	GRADE 8	GRADE 9
<p>THEME: IDENTITY</p> <p>TERM ONE</p> <p>Unit I <u>Introduction To R.E.</u></p> <ul style="list-style-type: none"> - Definition of Concepts - The What and Why of Religious Education - The Nature of Religion - The Nature of a Religion <p><u>Who Am I?</u></p> <ul style="list-style-type: none"> - My Physical Self - My Spiritual Self - My Moral Self - My Sexual Self - My Sociocultural Self  <p>Unit II <u>Why Am I Here?</u> <u>Meaning And Purpose of Life</u></p> <ul style="list-style-type: none"> - Definition of Concepts - Meaning and purpose in relation to one's body, mind, morals, spirit and sociocultural self.   	<p>THEME: WORSHIP</p> <p>TERM ONE</p> <p>Unit I <u>Elements Of Worship Across Religions</u></p> <ul style="list-style-type: none"> - Definition of Concepts - Purpose and Functions of Worship - Common Elements of Worship - Forms of Worship - Times of Worship - Factors That Influence One's Choice of Faith  <p>Unit II <u>Places And Leaders</u></p> <ul style="list-style-type: none"> - Definition of Concepts - Historical and Geographical Context of Major Religions (Founders, Holy Places, Pilgrimage) - Places of Worship: Names, Functions - Roles of Religious Leaders 	<p>THEME: STEWARDSHIP</p> <p>TERM ONE</p> <p>Unit I <u>The Nature And Purpose Of Stewardship – An overview</u></p> <ul style="list-style-type: none"> - Definition of Concepts - Nature and Scope of Personal and Corporate Stewardship - Use and care of personal human resources; of natural and corporately owned resources - Implications of Personal Stewardship - Teaching and Practice of Personal and Corporate Stewardship in Different Religions: Areas of need addressed by prominent people of faith <p>Unit II <u>Personal Stewardship –</u> <u>* Some Issues And Concerns As Addressed By Major Religions</u></p> <ul style="list-style-type: none"> - Definition of Concepts - Preparing For Life. Introduction: Growing into responsible behaviour - Issues and Concerns: Relationships  <p>*(major emphasis)</p>

GRADE 7	GRADE 8	GRADE 9
<p align="center">TERM TWO</p> <p align="center">Unit III <u>Creation</u></p> <ul style="list-style-type: none"> - Definition of Concepts - What is Nature? - Observing and examining the immediate environment - Exploration of the various theories of Creation - The place of humans in Creation - The continuing role of humans in Creation - Responsibilities re procreation. - Consequences of exercising/not exercising responsibilities. <p align="center">Unit IV <u>Culture and Religion</u></p> <p><u>*Religion and Family Life</u></p> <ul style="list-style-type: none"> - Definition of Concepts - Rites of passage - Practices of major world religions and indigenous expressions of religion - Festivals/Celebrations - Influences of religious leaders on family life 	<p align="center">TERM TWO</p> <p align="center">Unit III <u>Sacred Writings</u></p> <ul style="list-style-type: none"> - Definition of Concepts - Various sacred writings and the content/purpose for which they are used: Islam - Qur'an Christianity - Bible Judaism - Hebrew Bible Hinduism - Vedas and Upanishads - Similarities and Differences Between Sacred Books  <p align="center">Unit IV <u>Signs And Symbols</u></p> <ul style="list-style-type: none"> - Definition of Concepts - Signs and Symbols Common to Different Religions - (Physical; gestures) - Symbols Specific to Some Religions - Colours and Vestments of Religious Leaders - Significance of these Symbols and Gestures 	<p align="center">TERM TWO</p> <p align="center">Unit III <u>Corporate Stewardship –</u> <u>*More Issues And</u> <u>Concerns As Addressed</u> <u>By Major Religious</u> <u>Groups</u></p> <ul style="list-style-type: none"> - Definition of Concepts - The Technology of Birth - Medical Care for the Poor - Adoption - Abandoned children/children given away - Persons with disabilities - Euthanasia - Organ transplants - Vivisection and animal rights <p align="center">Unit IV <u>Corporate</u> <u>Stewardship(cont'd)</u> <u>*Other Issues and Concerns</u> <u>As Addressed By Some</u> <u>Religious Groups</u></p> <ul style="list-style-type: none"> - Definition of Concepts /Exploration of Content - Ethical Issues and Society (e.g., ageism, racism, sexism, marginalization, wealth and poverty, stewardship of opportunity/crime and violence, punishment/capital punishment, work and vocation, drug use and abuse.)  <p align="right">*(major emphasis)</p>

GRADE 7	GRADE 8	GRADE 9
<p align="center"><u>TERM THREE</u></p> <p align="center"><u>Unit IV (Cont'd)</u> <u>Culture and Religion</u></p> <p><u>*Religion and Society</u></p> <ul style="list-style-type: none"> - Review of definition of concepts - Religious Retentions - New and Emerging Religious Movements - Religion & Governance <p align="center"><u>Unit V</u> <u>The Influence of Religion on Lifestyles</u></p> <ul style="list-style-type: none"> - Definition of Concepts - Influence of religion on: <ul style="list-style-type: none"> ▪ Dress ▪ Food ▪ The Arts ▪ Sex ▪ Hygiene/Cleanliness ▪ Attitudes, Values and Principles  <p>*(major emphasis)</p>	<p align="center"><u>TERM THREE</u></p> <p align="center"><u>Unit V</u> <u>Celebrations</u></p> <ul style="list-style-type: none"> - Definition of Concepts - Festivals, seasons in which they occur e.g., <ul style="list-style-type: none"> a) Christianity – Christmas b) Judaism – Rosh Hashanah c) Islam – Eid-ul-Fitr d) Hinduism – Divali - Purpose - Rites and Customs - Symbolism of these Festivals    	<p align="center"><u>TERM THREE</u></p> <p align="center"><u>Unit V</u> <u>Corporate Stewardship (Cont'd)</u></p> <p align="center"><u>Caring For The Natural World</u></p> <ul style="list-style-type: none"> - Definition of Concepts - What is the Natural World? - Local and Global Issues and Concerns: (Pollution, waste, disposal, deforestation, soil erosion) - Caring for protected and endangered species - Views of Some World Religions - General Summary of Principles and Teachings Common to World Religions (re personal and corporate stewardship) <p align="center"><u>Unit VI</u> <u>Some Conclusions About Stewardship</u></p> <ul style="list-style-type: none"> - Definition of Concepts - Review of General Summary of Principles/Teachings - Summary of Personal Impressions Formed, Views Developed and Decisions taken re Stewardship

GRADE 7

UNIT PLANS



THEME - IDENTITY

GRADE 7	<u>SOME SPECIFIC OBJECTIVES</u>
<u>THEME: Identity</u> <u>TERM ONE</u> Unit I	
Topic: Introduction To Religious Education	
CONCEPTS <ul style="list-style-type: none"> ▪ Religious Education ▪ Religions ▪ Denomination ▪ Belief ▪ Faith/Religion ▪ Ethics ▪ Dimension ▪ Experience ▪ Emotion ▪ Doctrine ▪ Myth ▪ Tradition ▪ Legal Codes ▪ Inter-relationships ▪ Concrete expressions of Religion ▪ Supreme Being/Deity ▪ Universal ▪ Universe ▪ Identity ▪ Self ▪ Spirit ▪ Conscience ▪ Morality ▪ Sexuality ▪ Society ▪ Culture ▪ Tolerance ▪ Prejudice ▪ Virtue ▪ Community ▪ Environment ▪ Self-esteem ▪ Integrity 	<u>KNOWLEDGE</u> <ul style="list-style-type: none"> ▪ Define and use correctly the concepts listed. ▪ Be aware that every individual is a spiritual being. ▪ Recognize that every individual has a need to worship. ▪ Explain the part that Religious Education plays in satisfying this need. ▪ Explain what Religious Education is and why it is taught in Jamaican schools. ▪ Explore ways in which religion influences the life of the individual and of the society. ▪ Identify and explain the various dimensions of a religion as evidenced in everyday life. ▪ Examine ways in which they are alike or different from others, e.g. physically, morally, and culturally. ▪ Discuss what they like or dislike about themselves. ▪ Identify role models and justify their choices. ▪ Examine ways in which factors such as religion, culture and society affect self. ▪ Outline the basic views of major world religions and prominent indigenous Jamaican religious groups regarding the physical, spiritual, moral and sociocultural aspects of one's personality. <u>SKILLS</u> <ul style="list-style-type: none"> ▪ Accurately derive meaning from religious language and make appropriate applications to daily life. ▪ Ask and answer relevant questions precisely. ▪ Classify and summarise information concerning dimensions of religion. ▪ Apply information learned about dimensions of religion to new and concrete situations. ▪ Work co-operatively in groups. ▪ Express themselves logically and concisely (orally, visually and in writing.) ▪ Make comparisons. ▪ Draw reasoned conclusions. ▪ Detect bias. ▪ Distinguished between fact and opinion. ▪ Make value judgements. ▪ Present information in a variety of ways. <u>ATTITUDES</u> <ul style="list-style-type: none"> ▪ Show by their behaviour that they understand the connection between self and deity. ▪ Show respect for points of view which may be different from those with which they are familiar. ▪ Show willingness to work in groups. ▪ Show appreciation for others irrespective of racial, religious, or ethnic differences. ▪ Show appreciation of self as a valuable and unique individual. ▪ Demonstrate a willingness to critically evaluate self on an on-going basis.
CONTENT <ul style="list-style-type: none"> ▪ Definition of concepts. ▪ What is Religious Education? ▪ Rationale: Why Religious Education? ▪ The nature of Religion - Examining the need to worship 	

The Nature of a religion

Dimensions:

1. Ethical and Ritual
2. Experiential and Emotional
3. Narrative or Mythic
4. Doctrinal and Philosophical
5. The Ethical and Legal
6. Social and Institutional
7. Material

Who Am I?

- My Physical Self
- My Spiritual Self
- My Moral Self
- My Sexual Self
- My Sociocultural Self

POSSIBLE INFUSION

Language Arts
Social Studies
Science
Drama
Visual Arts


GRADE 7		
<u>SOME SUGGESTED LEARNING ACTIVITIES</u>	<u>SOME TEACHER ACTIVITIES</u>	<u>ASSESSMENT</u>
Students will:		
1. Carry out class survey to find out how many children: a) believe in God b) do not believe in God c) are not sure if they believe d) have other beliefs.	1. Assisting students in formulation of simple questions for survey.	1. Recorded information/tally
2. Use the information from the survey to draw a bar graph.	2. Assisting students in use of tallying/information - gathering to construct bar graph.	2. Bar graph
3. Hold class discussion based on the survey. Give reasons for their views.	3. Asking questions to guide discussion	3. Oral responses/conclusions drawn from discussion.
4. Find out from adults what Religious Education was like when they were at school, then write a brief report.	4. Assessing reports.	4. Report to be assessed based on content, clarity and grammar
5. Look up definitions and explanations of religion/Religious Education using various sources. Write simple accounts of these. Discuss these accounts in class. Compare findings with Religious Education as it used to be taught.	5. Giving Guidelines for setting up display. Conduct discussion based on clippings brought.	5. Discussion/display
6. Begin personal dictionaries in which key words and concepts learned in class are briefly explained.	6. Directing students to sources from which meanings of words may be identified.	6. Dictionary of Religion
7. Look through old newspapers and cut out articles/pictures about everyday happenings. Use these for class discussion and display on ways Religious Education can address everyday events about religious groups and people.	7. Conducting class discussion to answer the following questions: a) What is Religion? b) What is Religious Education? c) Why is Religious Education taught?	7. Reports/accounts, oral responses

SOME SUGGESTED LEARNING ACTIVITIES	Grade 7 SOME TEACHER ACTIVITIES	<u>ASSESSMENT</u>
<p>8. In groups, role play various scenarios depicting reasons why people feel a need to worship.</p> <p style="text-align: center;"><u>OR</u></p> <p>Participate in Speak Easy session re the above.</p> <p>9. Examine the Seven Dimensions of Religion via:</p> <ul style="list-style-type: none"> ▪ Field trips ▪ Montages/Collages/ Banners depicting various symbols ▪ Dioramas ▪ Mobiles ▪ Dances ▪ Creative Writing ▪ Musical Composition ▪ Drama etc. <p>10. Work in pairs of persons who do not know much about each other to share information about each other.</p> <p>11. Construct family trees to the 3rd generation of ancestry/religious tradition (their own or those of people they know).</p> <p>12. List, tell, draw who and what influences them (including construction of bar graph/tabulating/tallying)</p>	<p>8. Dividing class into appropriate groups (by religion or situation)</p> <p style="text-align: center;"><u>OR</u></p> <p>Conducting/Guiding Speak Easy session.</p> <p>9. Developing activities appropriate to the learning of facts about each of the Seven Dimensions, using suggested learning activities and any others thought to be suitable.</p> <p>10. Observing of co-operation, tolerance, willingness to share, etc.</p> <p>11. Giving guidelines for researching and constructing a family tree</p> <p>12. Observing, encouraging discussion; recording information/communal rites on a master chart (what has most and least influence; tabulation/data collection)</p>	<p>8. Participation in role-play/Speak Easy by means of Check lists.</p> <p>9. Reports/information gathered on trips, Montages/banners/collages, dioramas, mobiles, dances, creative writing, musical compositions, drama etc.</p> <p>10. Observation schedules, checklists, anecdotal records</p> <p>11. Checklists</p> <p>12. Checklists</p>

<u>SUGGESTED LEARNING ACTIVITIES</u>	GRADE 7 <u>TEACHER ACTIVITIES</u>	<u>ASSESSMENT</u>
13. Examine old magazines, storybooks/comic books (religious and secular) and discuss those that portray the different aspects of one's self.	13. Guiding discussion	13. List of articles and aspects of self which they portray.
14. keep a Journal that encourages average students as well as non-readers/writers to ask questions and record thoughts about themselves and society: e.g. use illustrations, photos, audio and videotapes; write/ask questions.	14. Providing question box from which taped/written questions are asked and answers are given. Identifying resources/resource persons.	14. Checklists
15. Use tableaux/symbols, depict characteristics of role models, deity, self etc.	15. Changing in and out of role. Observation of students' performance in role/noting their views	15. Quizzes
16. Brainstorm concepts	16. Guiding discussions	16. Quizzes, multiple choice items
17. Use forum (theatre-style) dramatic presentation to reinforce/summarise the concepts explored in the unit.	17. Leading discussion of ethical issues, observation of students' performance/ in role; noting of their views.	17. Observation schedules

GRADE 7	<u>SPECIFIC OBJECTIVES</u>
<p data-bbox="269 203 485 232"><u>THEME: Identity</u></p> <p data-bbox="300 232 454 261"><u>TERM ONE</u></p> <p data-bbox="331 261 423 290"><u>Unit II</u></p> <p data-bbox="207 321 423 383">Topic: Why Am I Here?</p> <p data-bbox="207 414 531 476"><u>Sub-Topic: Meaning and Purpose of Life</u></p> <p data-bbox="207 507 361 536"><u>CONCEPTS</u></p> <ul data-bbox="207 549 523 984" style="list-style-type: none"> ▪ Work ▪ Meaning ▪ Purpose ▪ Uniqueness ▪ Potential ▪ Goals ▪ Achievement ▪ Self-evaluation/analysis ▪ Self-awareness/ knowledge ▪ Confidence ▪ Oneness with the environment ▪ God-consciousness <p data-bbox="207 1015 346 1044"><u>CONTENT</u></p> <ul data-bbox="207 1056 523 1212" style="list-style-type: none"> ▪ Definition of concepts ▪ Meaning and purpose in relation to one's body, mind, morals, spirit and socio-cultural self. <p data-bbox="207 1243 485 1272"><u>POSSIBLE INFUSION</u></p> <ul data-bbox="207 1284 546 1533" style="list-style-type: none"> ▪ Social Studies ▪ Drama/Performing Arts ▪ Physical Education ▪ Music ▪ Resource and Technology (Home and Family Management; Design Arts Modules) 	<p data-bbox="569 203 762 232"><u>KNOWLEDGE</u></p> <ul data-bbox="569 248 1339 559" style="list-style-type: none"> ▪ Define and use correctly the concepts listed. ▪ Outline the purpose of life as described by various religions ▪ Compare and contrast the purpose of life as portrayed by different religions. ▪ Set realistic goals and work towards achieving them. ▪ Explain the role and place of one's body, mind, morals, spirit and socio-cultural self in the achievement of individual potential. ▪ Assess the hardships which result from irresponsible behaviour. ▪ Determine the criteria for choosing from among the wide range of alternatives existing in society. <p data-bbox="569 590 677 619"><u>SKILLS</u></p> <ul data-bbox="569 631 1362 911" style="list-style-type: none"> ▪ Apply the process of decision-making to decisions of their own regarding behaviour which affects them physically, mentally, morally, spiritually and socio-culturally. ▪ Clarify/distinguish between some issues which need examination if they are to discover meaning and purpose in life. ▪ Analyse and evaluate their present views about life's meaning and purpose. ▪ Reflect and discuss key questions concerning the meaning and purpose of life. <p data-bbox="569 942 739 971"><u>ATTITUDES</u></p> <ul data-bbox="569 984 1362 1388" style="list-style-type: none"> ▪ Appreciate work as a satisfying involvement in life's routine. ▪ Show by behaviour that they are aware of their abilities and limitations ▪ Develop and clarify their own religious views and values as they examine the answers that religions gave to life's difficult questions. ▪ Discover the relationship between God consciousness, a sense of oneness with the environment and a sense of the meaning and purpose of life. ▪ Appreciate the intrinsic worth of persons in society whose sexual orientation is different from their own, and with whose lifestyles they may disagree. ▪ Be guided by positive moral principles as they develop an understanding of and seek to express their own sexuality.

<p style="text-align: center;">Grade 7</p> <p style="text-align: center;"><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p style="text-align: center;"><u>SOME TEACHER ACTIVITIES</u></p>	<p style="text-align: center;"><u>ASSESSMENT</u></p>
<ol style="list-style-type: none"> 1. Working individually, in pairs or in small groups, do something that seems purposeless or say something that seems meaningless. 2. Classmates try to find meaning and purpose in the action(s), words or statements. Share ideas and discuss. 3. Prepare simple questionnaire* about the meaning and purpose of life with reference to the use of body, mind, morals, spirit and socio-cultural self to achieve individual potential. <ul style="list-style-type: none"> ▪ Give personal views, then interview classmates, family members, friends and other members of the community re same. 4. Using role play, depict situations which show the hardships which result from irresponsible behaviour <ul style="list-style-type: none"> ▪ Discuss portrayals and draw conclusions/suggest alternative behaviours. 5. Drop questions commonly asked about life into a question box (some of their own included). <ul style="list-style-type: none"> ▪ Divide questions among groups of class members, who will research views/answers given by various religions. <p>* Use Speak Easy mode/ questions and answers in mock panel discussion in class.</p>	<ol style="list-style-type: none"> 1. Organizing students for task Observation of ability to set realistic goals and work towards achieving them. 2. Guiding discussion; <ul style="list-style-type: none"> ▪ Making notes/observations for anecdotal records. 3. Assisting students in formulating questions for interview schedule. <ul style="list-style-type: none"> ▪ Conducting Speak Easy session. ▪ Giving guidelines for conducting interviews 4. Listing conclusions and suggested alternative behaviours on chalkboard. 5. Formulating some of the questions less likely to be asked and adding to box. <ul style="list-style-type: none"> ▪ Dividing class into groups for research on each major religion. ▪ Monitoring panel discussion. 	<ol style="list-style-type: none"> 1. Checklist 2. Anecdotal records. 3. Oral and written reports on Interviews. 4. Role play; oral responses. 5. Oral and written responses/reports

Grade 7		
<u>SOME SUGGESTED LEARNING ACTIVITIES</u>	<u>SOME TEACHER ACTIVITIES</u>	<u>ASSESSMENT</u>
<p>6. Use information researched on religious groups to make up guidelines for deciding between alternatives offered in society (decision-making)</p> <p>7. Make journal entries re their views before doing the unit and after. Share include any clarifications achieved and/or new perspectives gained.</p>	<p>6. Assisting with formulating guidelines for decision-making.</p> <p>7. Formulating checklist with which to assess responses.</p>	<p>6. List of guidelines/criteria.</p> <p>7. Journal entries/checklist.</p>
		

<p>GRADE 7 THEME: Identity TERM TWO Unit III Topic: Creation</p> <p>CONCEPTS</p> <ul style="list-style-type: none"> ▪ Creation ▪ Nothingness ▪ Form ▪ Origins/beginnings ▪ Being ▪ Nature ▪ Theories ▪ Myths ▪ Overlordship/dominion ▪ Creature ▪ Procreation ▪ Stewardship in Creation ▪ Order/design in Nature ▪ Pollution ▪ Preservation ▪ Conservation ▪ Responsibility ▪ Continuity ▪ Earth ▪ Planet ▪ Evolution ▪ Universe <p>CONTENT</p> <p>Definition of Concepts</p> <ul style="list-style-type: none"> - What is Nature? - Observing and examining the immediate environment (what is seen around them) - Attempts to explain the created world: <ul style="list-style-type: none"> ▪ Christian/Jewish/ Islamic ▪ Hindu ▪ Taino - Place of/continuing role of humans in Creation <ul style="list-style-type: none"> ▪ Responsibility entrusted to humans for the maintenance/ sustenance of the world of Creation. 	<p><u>SOME SPECIFIC OBJECTIVES</u></p> <p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> ▪ Define and use correctly the concepts listed. ▪ Explore, discuss, outline and compare religious theories/myths pertaining to the origin of life. ▪ Examine the views different religions hold regarding procreation ▪ List and discuss the elements in nature which contribute to its order and design. ▪ Discuss religious views regarding humans playing the role of overlords/caretakers of the created world. <p><u>SKILLS</u></p> <ul style="list-style-type: none"> ▪ Exercise a sense of responsibility regarding the use of their ability to reproduce/procreate. ▪ Explore, discuss, outline and compare religious theories pertaining to the origin of life. ▪ Engage in an intelligent, coherent discussion on the religions studied. ▪ Analyse and evaluate contemporary life issues from a religious perspective. <p><u>ATTITUDES</u></p> <ul style="list-style-type: none"> ▪ Develop an appreciation for the sacredness of life. ▪ Show responsibility for and solidarity with the environment by acknowledging the place and role of each element of the environment. ▪ Accept responsibility for the consequences of their actions. ▪ Demonstrate an understanding of self in relation to deity. ▪ Appreciate the influence of religion on human sexuality (i.e, knowing and consciously directing behaviour accordingly). ▪ Develop an appreciation of the fact that they are accountable to self, Creator and the human community of which they are a part.
---	---

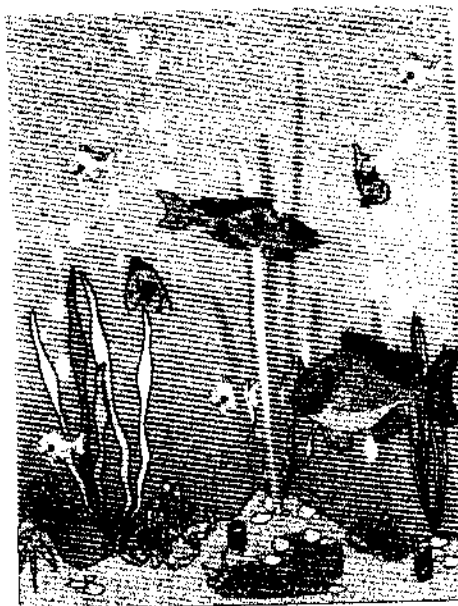
CONTENT (CON'TD)

- Consequences of humans exercising/not exercising this responsibility:
 - a) automatic (cause and effect) eg., destruction of the environment and results
 - b) imposed consequences eg. contraception, abortion, cloning and effects.
- Students' roles as individuals in sustaining their own environment
- Procreation and the attendant responsibilities (eg., related values)

POSSIBLE INFUSION



- Science
- Social Studies
- Information Technology
- Resource and Technology;

Industrial Techniques/
Agriculture and the
Environment/Home &
Family Management
(modules)



<p style="text-align: center;">Grade 7</p> <p style="text-align: center;"><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p style="text-align: center;"><u>SOME TEACHER ACTIVITIES</u></p>	<p style="text-align: center;"><u>ASSESSMENT</u></p>
<ol style="list-style-type: none"> 1. Update Dictionary of Religion, making it into a pictorial dictionary/journal.* Explain concepts and give personal impressions. 2. Working in groups, dramatize or do a creative dance representing each of the accounts of creation given by Hinduism, Judaism, Christianity and Islam. 3. During class discussion, list the elements in nature which contribute to its order and design. Discuss the implications of nature's order and design as guidelines for identifying its origin 4. Make posters/compose Haiku **poems to illustrate: <ol style="list-style-type: none"> a) elements in nature which contribute to its order and design b) views of different religions regarding precreation 5. Conduct class debates based on the following moot topics: <ol style="list-style-type: none"> a) "Be it resolved that because of the limited number of years which they have lived, teenagers be required to do a course in and pass an examination regarding parenthood and moral values before engaging in sexual intercourse." <p>* Title: <i>"All I Ever wanted To Know About Religion And Culture."</i></p>	<ol style="list-style-type: none"> 1. Assisting in explaining concepts and clarifying issues encouraging total honesty and protecting students' privacy. 2. Guiding students in research necessary for projects after separating them into groups. (one for each religion) 3. Facilitating class discussion. 4. Providing guidelines re poster-making 5. Moderating debates. 	<ol style="list-style-type: none"> 1. Pictorial Dictionary of Religion /journal 2. Peer/teacher assessment of dramatization/creative dances based on checklist of basic aspect of each <ul style="list-style-type: none"> ▪ Written accounts of research on each creation story 3. Oral responses/list of elements 4. Posters/Haiku** poems 5. Checklist for: <ul style="list-style-type: none"> - Debating competency - Integration of content learned - Accuracy

****Haiku poem - A single thought as it relates specifically to nature. Made up of three lines: line 1 has five syllables. Line 2 has seven syllables; line 3 has five syllables. e.g., "One single queen bee/ Living inside a beehive/Laying busily."**

<p><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p>Grade 7</p> <p><u>SOME TEACHER ACTIVITIES</u></p>	<p><u>ASSESSMENT</u></p>
<p>b. "Human beings are not responsible enough to perform the God-given role of overlords/caretakers of the created world."</p>		

GRADE 7**THEME: Identity****TERM TWO****Unit IV****Topic: Culture &****Religion****Sub-Topic: Religion and****Family Life****CONCEPTS**

- Culture/Cultural identity
- Tradition
- Custom
- Superstition
- Cultural retention
- Heritage
- Cult
- Sect
- Festival
- Celebration
- Season
- Rites of passage
- Conception
- Infancy
- Rituals
- Cross-cultural
- Influence
- Publicity
- Naming
- Indigenous
- 'Mother'
- Shepherd
- Governance

CONTENT

- Definition of Concepts
- Rites of Passage:
 - Conception/ Pregnancy
 - Birth
 - Naming: Cultural practices related to naming – eg., nicknames and petnames.
- Practices of major world religions and indigenous expressions of religion.
- Naming as a means of identification

N.B

The material in Unit V has been divided into two sections, which span the end of Term Two and the beginning of Term Three. Concepts and objectives are the same for both sub-topics. It is intended that the teacher concentrate on reviewing, developing, and continuing the content outline when beginning Term Three. THIS MATERIAL WAS NOT REPRINTED IN ERROR.

SOME SPECIFIC OBJECTIVES**KNOWLEDGE**

- Define and use correctly the concepts listed.
- Delineate ways in which cultural identity is influenced by religion.
- Identify, describe and explain the significance of various festivals and ceremonies of the different religions as they pertain to rites of passage/family life.
- Identify and discuss various ways in which religious beliefs affect the governing of society.
- Describe ways in which new and emerging/indigenous religious groups impact upon Jamaican Society
- Discuss basic activities that take place as people within the community practise their faith.
- State how major religions, as well as African and other traditional religious expressions, have influenced family and community life in Jamaica.
- State how the various ethnic groups have influenced present religious expressions
- Examine the contribution of Afro-Caribbean leaders to the development of religious thought in the Region and the world.

SKILLS

- Recognize religious groups by the beliefs and practices which they communicate and/or exhibit within the society, particularly via the media.
- Differentiate between the practices of religious groups
- In a clear and concise manner, explain practices of different religious groups to interested persons.
- Use religious language correctly.
- Accurately interpret the meaning of practices observed (eg., with reference to rites of passage)
- Discern the cohesiveness that exists between what is learned in Religious Education and in other subjects in the school curriculum.
- Logically and concisely explain a point of view during discussion.
- Ask relevant questions
- Recall/Apply appropriate experiences to situations being discussed and draw meaningful conclusions from so doing.

- Infancy
- Puberty/Coming of age
(include variations in different cultures and/or religions)
- Marriage
- Death
- Rituals connected with the above in various cultures and religions
 - local customs
 - child-rearing practices
 - family oriented religious customs
 - myths and superstitions
- Festivals and celebrations connected with rites of passage in a family context.
- Influence of religious leaders on family life.
 - Influence of priests and other traditional religious leaders
 - Influence of indigenous religious leaders.

POSSIBLE INFUSION

- (Design Arts, Home and Family Management modules) Social Studies, R & T, Language Arts.

ATTITUDES

- Develop an openness and willingness to examine the beliefs, practices and values of others.
- Value their ethnic origin as a means of learning their own worth.
- Show by their behaviour that they value the richness of the contribution made by indigenous religions practices to Jamaican heritage.
- Develop an awareness that religion influences the culture of society.
- Be aware that religion can either unite or divide people.
- Demonstrate growth in religious insight.
- Appreciate the fact that there is a set of rules and values (usually based on religious principles) which underpins every society.
- Appreciate the contribution of Afro-Caribbean leaders to the development of religious thought in the Region and the world.



Grade 7		
<u>SOME SUGGESTED LEARNING ACTIVITIES</u>	<u>SOME TEACHER ACTIVITIES</u>	<u>ASSESSMENT</u>
<p>A. Individually and/or in groups, participate in designing and producing a class newspaper as a Unit Project. Newspaper will include the following submissions re contents of Unit:</p> <ol style="list-style-type: none"> 1. Find out techniques for making art/craft and dishes common within different religious groups. 2. Compose poems relating facts or impressions re religions and religious activities. 3. Do essays/research papers 4. Make journal entries 5. Do creative writing/stories in serial form. 6. Write imaginary autobiographies based on possible experiences/practices in different religions 7. Write book reports 8. Compose games and puzzles composed about information learned 9. Design newspaper advertisements, including drawings of fashions worn by different religious groups for special festivals/rites. 10. Photocopy photographs 	<p>A. Assisting students in drafting categories to be included in and layout of newspaper.</p> <p>1-18. Giving guidelines and assisting students in finding appropriate information.</p> <p>Ensuring that activities relevant to the production of the newspaper achieve the stated objectives of the unit.</p> <p>Checking for accuracy, perceptiveness, authenticity, creativity and relevance of contributions to the newspaper and of journal entries.</p>	<ol style="list-style-type: none"> 1. Submissions: recipes and illustrated techniques. 2. Contents of poems 3. Essays/research papers 4. Perceptions/Insights/ accuracy in journal entries 5. Authenticity of serials/creative writing 6. Fictional autobiographies – Authenticity of practices. 7. Accuracy of book reports 8. Creativity, accuracy and relevance of composition. 9. Creativity, accuracy and relevance of advertisement. 10. Relevance of photographs.

<p>GRADE 7</p> <p><u>THEME: Identity</u></p> <p>TERM THREE Unit IV (cont'd)</p> <p>Topic: Culture and Religion</p> <p><u>Sub-Topic: Religion and Society</u></p> <p>CONCEPTS</p> <ul style="list-style-type: none"> ▪ Culture/cultural identity ▪ Tradition ▪ Custom ▪ Superstition ▪ Cultural retention ▪ Heritage ▪ Cult ▪ Sect ▪ Festival ▪ Celebration ▪ Season ▪ Rites of passage ▪ Conception ▪ Infancy ▪ Rituals ▪ Cross-cultural ▪ Influence ▪ Publicity ▪ Naming ▪ Indigenous ▪ 'Mother' ▪ 'Shepherd' ▪ Governance <p>CONTENT</p> <ul style="list-style-type: none"> - Review definition of concepts ▪ Religious Retentions <ul style="list-style-type: none"> - Beliefs and practices of African, Middle-Eastern, Asian and European origin. ▪ New and emerging/indigenous movements eg., Rastafarianism, Revivalism, Pentecostalism ▪ Religion and Governance <ul style="list-style-type: none"> - How religious beliefs/practices affect laws, 	<p><u>N.B</u></p> <p><i>The material in unit five has been divided into two sections, which span the end of Term Two and the beginning of Term Three. Concepts and objectives are the same for both sub-topics. It is intended that the teacher concentrate on reviewing, developing, and continuing the content outline when beginning Term Three. THIS MATERIAL WAS NOT REPRINTED IN ERROR.</i></p> <p><u>SOME SPECIFIC OBJECTIVES</u></p> <p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> ▪ Define and use correctly the concepts listed. ▪ Delineate ways in which cultural identity is influenced by religion. ▪ Identify, describe and explain the significance of various festivals and ceremonies of the different religions as they pertain to rites of passage/family life. ▪ Identify and discuss various ways in which religious beliefs affect the governing of society. ▪ Describe ways in which new and emerging/indigenous religious groups impact upon Jamaican Society ▪ Discuss basic activities that take place as people within the community practise their faith. ▪ State how major religions, as well as African and other traditional religious expressions, have influenced family and community life in Jamaica. ▪ State how the various ethnic groups have influenced present religious expressions ▪ Examine the contribution of Afro-Caribbean leaders to the development of religious thought in the Region and the world. <p><u>SKILLS</u></p> <ul style="list-style-type: none"> ▪ Recognize religious groups by the beliefs and practices which they communicate and/or exhibit within the society, particularly via the media. ▪ Differentiate between the practices of religious groups ▪ In a clear and concise manner, explain practices of different religious groups to interested persons. ▪ Use religious language correctly. ▪ Accurately interpret the meaning of practices observed (eg., with reference to rites of passage) ▪ Discern the cohesiveness that exists between what is learned in Religious Education and in other subjects in the school curriculum. ▪ Logically and concisely explain a point of view during discussion. ▪ Ask relevant questions ▪ Recall/apply appropriate experiences to situations being discussed and draw meaningful conclusions from so doing.
---	---

<p>holidays, holy days, prayers at Parliament, national days of prayer.</p> <p>- Examples of religious states, eg., an Islamic State; The Vatican</p> <p>POSSIBLE INFUSION</p> <p>(Design Arts, Home and Family Management modules) Social Studies, R & T, Language Arts.</p>	<p><u>ATTITUDES</u></p> <ul style="list-style-type: none"> ▪ Develop an open and unprejudiced attitude to beliefs, practices and values of others. ▪ Value their ethnic origin as a means of learning their own worth. ▪ Show by their behaviour that they value the richness of the contribution made by indigenous religions practices to Jamaican heritage. ▪ Develop an awareness that religion influences the culture of society. ▪ Be aware that religion can either unite or divide people. ▪ Demonstrate growth in religious insight. ▪ Appreciate the fact that there is a set of rules and values (usually based on religious principles) which underpins every society. ▪ Appreciate the contribution of Afro-Caribbean leaders to the development of religious thought in the Region and the world.
--	--

GRADE 7	
<p>THEME: Identity TERM THREE Unit V</p>	<p><u>SOME SPECIFIC OBJECTIVES</u></p>
<p>Topic: The Influence of Religion on Lifestyles</p>	<p><u>KNOWLEDGE</u></p>
<p>CONCEPTS</p> <ul style="list-style-type: none"> ▪ Doctrine ▪ The Arts ▪ Hygiene ▪ Attitudes ▪ Values ▪ Principles ▪ Dress code ▪ Morality ▪ Sexuality ▪ Code of ethics ▪ Dietary requirements ▪ Cleanliness ▪ Commitment ▪ Obedience ▪ Habits/Uniforms/Vestments ▪ Family patterns 	<ul style="list-style-type: none"> ▪ Outline the influence of religion on architecture and the arts. ▪ Distinguish between what most religious groups consider to be right and wrong based upon an understanding of moral values they share. ▪ Examine the role that sex plays in human life. ▪ Discuss some values that are common to some religions. ▪ Identify similarities and differences among some practises of religious groups with particular reference to dress, diet, art forms, and sex. ▪ Evaluate the most common myths and taboos in light of correct information. ▪ Delineate the religious and social implications of family planning. ▪ Compare and contrast the effects of a religious/non-religious lifestyles on family life. ▪ Be cognizant of the consequences of the use and abuse of their bodies.
<p>CONTENT</p> <p>Definition of concepts</p> <p>DRESS</p> <ul style="list-style-type: none"> - Vestments – clerical dress - Dress in various religious groups e.g., Muslims, Hindus, Sikhs, Jews, Christians (males & females) - Dress for rites of passage. - Dress for various religious festivals <p>FOOD</p> <ul style="list-style-type: none"> - Special diets in various religious groups determined by doctrine and done voluntarily to show belief - Special foods for special occasions/ 	<p><u>ATTITUDES</u></p> <ul style="list-style-type: none"> ▪ Be aware of the effects of religions on the formation of values and attitudes. ▪ Develop a healthy attitude towards sex. ▪ Recognize that religion can help to form the basis of their own morals value systems. ▪ Show by their behaviour that they understand the part values play in making or breaking relationships. ▪ Be able to appreciate the intrinsic worth of persons in society whose sexual orientation is different from their own, and with whose lifestyles they may disagree. ▪ Be guided by positive moral principles as they develop an understanding of and seek to express their own sexuality. ▪ Accept responsibility for the consequences of their choices. ▪ Show by their behaviour that they are aware that worshippers should make every effort to ascertain that non-participants are not unduly disturbed or inconvenienced by individual or corporate worship practices. <p><u>SKILLS</u></p> <ul style="list-style-type: none"> ▪ Analyse and evaluate the influence of religion on people's lifestyles. ▪ Use religious and moral principles to analyse situations and make responsible decisions. ▪ Clarify their values about sex and family life. ▪ Manage effectively their own spiritual emotional and physical lives. ▪ Evaluate the various lifestyles presented to them in the society, particularly via the media and by people with whom they come in contact. ▪ Develop appropriate and harmonious relationships with both sexes. ▪ Lay the foundation for a sexual relationship which will be satisfying when it comes in the future. ▪ Take proper care of their bodies, and avoid-whenever possible – the problems associated with bodily abuse of any sort.

ceremonies/festivals/rites of passage.

THE ARTS

Art forms used as expressions of belief/values

Religious expressions in daily life:

Music – songs/hymns

- choirs
- groups
- contemporary
- religious music

Dance in religion.

Drama - plays, skits

Visual Arts -outstanding works of art:

sculptures, icons, paintings as works of art expressing personal faith, corporate worship.

Architecture –

- buildings and decorations
- symbols

SEX

Influence of beliefs/doctrines of various religions on sexual conduct/practice.

- celibacy
- virginity
- pre-marital sex
- extra-marital sex
- promiscuity

HYGIENE/ CLEANLINESS

Religious stipulations regarding hygiene e.g.

- Jews – purification rites.
- Muslims – Wudu ceremony
- Hindus – washing of self and of images



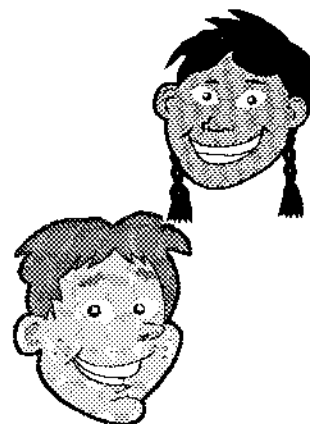
VALUES, ATTITUDES AND PRINCIPLES

- How individual attitudes, values and principles are influenced by religious doctrines. eg., views on race, sacredness of life, sex, environment, friendships.
- How values, attitudes and principles are acted out in daily living: examples.
- Some values common to most religions: eg., honesty, truthfulness, respect, courage,
- freedom, equality, forgiveness, courage, kindness



POSSIBLE INFUSION

- R&T (Home and Family Management, Design Arts)
- Social Studies
- Drama/Performing Arts
- Music



<p style="text-align: center;">Grade 7</p> <p style="text-align: center;"><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p style="text-align: center;"><u>SOME TEACHER ACTIVITIES</u></p>	<p style="text-align: center;"><u>ASSESSMENT</u></p>
<ol style="list-style-type: none"> 1. Design questionnaires for vox pop ("Man-In-The-Street" interviews) to identify basic aspects of lifestyles re religion. 2. Share findings in class after administering. Pick out concepts relevant to unit. 3. Share personal experiences concerning vestments observed in daily life (worn by people of different religions/religious groups. Suggest reason for attire 4. Research/review literature to find out/contextualize observations and suggestions. Share findings with class. 5a. Examine religious influence on architecture, diet, the arts, sexual doctrines and conduct via field trips to: observe architecture of different places of worship; museums; cultural presentations b. Consult the media especially print and television/videotapes. c. Consult resource persons when on field trips or elsewhere or by invitation to class. • Develop this into a class project, stating <ol style="list-style-type: none"> a) why religion influences society, and b) how this came about. 	<ol style="list-style-type: none"> 1. Assisting students to construct questionnaires based on/to address concepts in unit. 2. Facilitating discussion that identifies concepts and elicits observations and suggestions. 3. Facilitating discussion that identifies concepts and elicits observations and suggestions. 4. Assisting students in identification of sources of information and constructing evaluation sheets. 5. Assisting students in identification of sources of information. Constructing evaluation sheets. <ul style="list-style-type: none"> • Facilitating discussions (formal and informal/in class or with individual students) which examine values related to topics under discussion • Encouraging/guiding/directing assessment of group work using set criteria. 	<ol style="list-style-type: none"> 1. Questionnaires administered 2. Oral responses/presentations; peer assessment using agreed criteria. 3. Oral responses/presentations; peer assessment using agreed criteria. 4. Oral responses/presentations; peer assessment using agreed criteria. 5. Individual and group assessment via checklists/observation schedules/self assessment of participation in group work.

<u>SOME SUGGESTED LEARNING ACTIVITIES</u>	<u>Grade 7 SOME TEACHER ACTIVITIES</u>	<u>ASSESSMENT</u>
<ul style="list-style-type: none"> • Examine values attached to/related to/influencing lifestyles; how myths and taboos are related to values food, dress; how art forms are used to express myths and taboos. 6. Use diet, dress, the arts, sexual practices and behavioural codes etc. to address the issue of drug abuse/care of the body from a religious perspective. Prepare songs, poems, posters to reinforce what is learned. 7. Do survey to document the consequences of the use and abuse of one's body. Include impact of diet. Use pictograph or other means to illustrate for general information of school population. 8. Conduct class debate re what is considered to be healthy sexual practices. <p style="text-align: center;">OR:</p> <p>Produce an audio-cassette (re healthy sexual practices from a religious perspective) as a class project.</p> 9. In groups participate in role play as members of family units with "children" – i.e. toys – to rear, and brothers and sisters. Function within the moral codes of chosen religious groups to gain a clearer perception of what it means to be a believer within each.	<ul style="list-style-type: none"> 6. Giving guidance on creative efforts and on construction of pictograph. 7. Giving guidance on creative efforts and on construction of pictograph. 8. Giving guidelines for debating. <p>Consulting existing resource audiotapes (eg., Clinton Chisolm's</p> <ol style="list-style-type: none"> 1. "Plain Talk on Sex" 2. "Values and Integrity") 9. Organizing group selection. Procurement/distribution of "props" for role play.	<ul style="list-style-type: none"> 6. Songs, poems, posters 7. Pictograph with annotations. 8. Debate <p>Audiocassette.</p> 9. Observation schedules/oral responses/anecdotal records.

<p><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p>GRADE 7</p> <p><u>SOME TEACHER ACTIVITIES</u></p>	<p><u>ASSESSMENT</u></p>
<ul style="list-style-type: none"> • Use a set of student-constructed behavioural options which result in agreed consequences (in order to maintain freedom and flexibility) <p>10. During role play, make journal entries/objective notes re experiences and share in debriefing session after the exercise .</p> <p>11. Combine these experiences with earlier research re concepts and lifestyles to do evaluation in class/ in writing of what occurs in society.</p>	<ul style="list-style-type: none"> • Guiding students in construction of options. <p>10. Conducting debriefing session.</p> <p>11. Facilitating the evaluation process.</p>	<p>10. Oral and written reports.</p> <p>11. Oral and written reports.</p>



GRADE 8

UNIT PLANS



THEME - WORSHIP

GRADE 8

THEME: Worship

TERM ONE Unit I

Topic: Elements of Worship Across Religions

CONCEPTS

- Worship (forms and acts)
- Prayer
- Sacred writings
- Exhortation
- Devotion/adoration
- Individual worship
- Corporate worship
- Faith
- Response
- Commitment
- Worth
- Reverence
- Liturgy
- Religious rites
- Symbols
- Signs

CONTENT

- Definition of Concepts
- Purpose and Functions of Worship
 - Communication with Deity
 - Providing meaning and purpose for life
 - Conflict resolution
 - Providing solace, support and a sense of community.
 - Sustaining faith to guide one's conscience, and strengthen one's convictions.
- Common elements of worship
 - Prayer
 - Music
 - Movement
 - Reading of Sacred Writings
 - Exhortation

SOME SPECIFIC OBJECTIVES

KNOWLEDGE

- Define and use correctly the concepts listed.
- Describe the different forms/acts of worship.
- Identify and discuss the diversity and common features of worship across the religions under study.
- Describe the role, function and significance of worship in Religion.
- Describe the usefulness of signs and symbols in worship
- Differentiate between the rites practised during worship across religions and across Christian denominations.
- Identify and discuss the times when individual or corporate acts of worship take place within different religions.
- Describe various liturgical forms across denominations
- Have a clearer insight into the meaning of proceedings if they visit a place of worship.

SKILLS:

- Explain and discuss insights and motivations they have gained from religious faith and experience.
- Use religious and moral principles to analyse situations and make mature decisions about right and wrong.
- Analyse the effects of religion on the formation of attitudes, values and beliefs.
- Draw a time line to show the stages in religious life.
- Debate a point of view.
- Place events in chronological order.
- Devise titles for events, stories, pictures
- Draw inferences from stories and events.
- Interpret, analyse, summarise and evaluate data.
- Analyse various factors that influence a person's choice of faith.
- Observe people and situations around them.
- Draw conclusions about the relationship between Religious Education and moral, social and ethical issues.

ATTITUDES

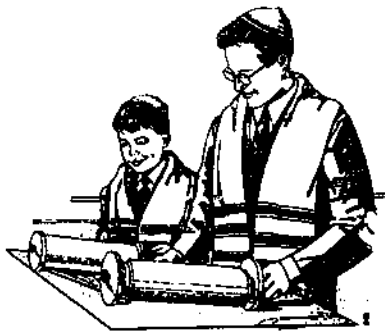
- Develop an open and unprejudiced attitude to the beliefs and practices of others.
- Demonstrate an awareness of the importance of worship across religions.
- Be aware of and appreciate the influence of others on their choice of Faith.
- Be willing to participate in forms of worship to which they are not accustomed
- Appreciate the importance of both individual and corporate worship.
- Develop the sensitivity which will foster harmony and peaceful co-existence among persons of differing religions beliefs.

- Rites
(ceremonial/ritual washing and cleansing ceremonies)
- Confirmation, Sacred Thread Ceremony, etc.
- Sacraments
(Baptism, Holy Communion, etc.)

- Forms of Worship
 - Individual/personal
 - Corporate
(differences and similarities)
- Times of worship
 - Days of worship
 - Times of day
 - Frequency
- Factors that influence one's choice of faith
 - Parental influence
 - Racial/ethnic origin
 - Country of birth
 - Evangelism
 - Influence of peers/spouses/siblings
 - The media
 - Personal conviction
 - Sacred writings

POSSIBLE INFUSION

- Drama
- Social Studies
- Language Arts



<u>SOME SUGGESTED LEARNING ACTIVITIES</u>	Grade 8 <u>SOME TEACHER ACTIVITIES</u>	<u>ASSESSMENT</u>
<p>1. Brainstorm and discuss purpose and functions of worship.</p> <p>Definition of concepts:</p> <ul style="list-style-type: none"> - As they emerge in discussion, add to dictionary – i.e., an ongoing activity including journal entries. <p>Title of dictionary/journal: “All I Ever Wanted to Know About Religion.”</p> <p>2. Participate in class project in which each group deals with specific themes within religions.</p> <p>Themes clarified: In groups (each looking at two themes) examine:</p> <ul style="list-style-type: none"> a) Common elements of worship across religions b) Signs and symbols across religions c) Forms of worship across religions. <p>Dramatization/role play, artwork etc.</p> <p>3. R. E. Day – Display material worked on during the project. Group performances and artwork to complete the unit/show what has been learned.</p> <p>4. Factors that influence one's choice of faith: Conduct a debate based on the topic: “An adolescent's choice of faith is his or her own.” Other class members may act as judges/contributors from the floor.</p>	<p>1. Facilitating brainstorm and discussion to clarify concepts.</p> <p>2. Giving guidelines on how to proceed.</p> <p>4. Guiding students using an outline of topics from the contents section of the unit/curriculum. Conducting a debriefing session following the debate.</p>	<p>1. Discussion.</p> <p>3. Display of class project material. Group performances/artwork (using checklist/observation schedule).</p> <p>4. Contents of/points made during debate.</p>

<p><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p>Grade 8</p> <p><u>SOME TEACHER ACTIVITIES</u></p>	<p><u>ASSESSMENT</u></p>
<p>5. Invite resource persons to class, of whom they ask questions re places of worship.</p> <p>6. View videotapes (from local media houses eg., J.I.S., C.P.T.C.; and the African and Caribbean Institute of Jamaica) of actual worship services.</p> <p>7. Class project: Each student visits a place of worship and shares findings with the class in a written presentation. Class discusses visits/presentations.</p>	<p>5. Helping to identify and contact resource persons.</p> <p>6. Making practical arrangements for viewing. Helping to locate videotapes.</p> <p>7. Arranging parental permission for visits.</p>	<p>5. Questions asked of resource persons.</p> <p>7. Written presentations to class. Oral responses.</p>

GRADE 8

THEME: Worship

TERM ONE **Unit II**

Topic: Places and Leaders

CONCEPTS

- Origins
- Pilgrimage
- Topography
- Heritage/legacy
- Inspiration
- Adherent/believer/follower
- Doctrine
- Creed
- Location
- Holy place/place of pilgrimage
- Sacred building
- Founder
- Context

CONTENT

- Definition of concepts
- Historical and geographical context of major religions
 - Founders (Abraham/Moses, Mohammed, Jesus)
 - Holy Places/Pilgrimage (e.g, Mecca Jerusalem,, Granges)
- Places of worship in major religions - Historical Perspective eg., temple, mosque, masjid, church
- Evaluation of Leaders Roles, names/designations, (eg, priest, bishop, elder, rabbi, sheikh, imam, guru, pundit/pandit functions of religious leaders (eg., teaching, preaching, counselling, performing rites and ceremonies)

SOME SPECIFIC OBJECTIVES

KNOWLEDGE

- Define and use correctly the concepts listed.
- Locate on a world map and describe pilgrimage places of religions under study.
- Identify and describe places of worship in various religions and explain the significance of the various physical features within them.
- Explain the significance of the holy places
- Describe the role, function and significance of places of worship in religion.
- Outline the basic beliefs upon which the religions were founded.
- Identify significant developments in the lives of the founders.
- Outline factors which led to the founding of each major religion.
- Describe some of the practices associated with places of pilgrimage today.
- Identify the names and functions of present-day leaders of different religions and use this information correctly in conversation.

SKILLS

- Engage in a coherent discussion regarding the evolution of the religions under study
- Recognize by sight holy places (of pilgrimage) as well as present-day places and leaders of worship. (in actuality or via the various media)
- Construct accurate time lines
- Locate places of pilgrimage on maps
- Accurately use and spell the names of places/leaders of worship and places of pilgrimage.

ATTITUDES

- Recognize and respect the importance of pilgrimage to followers of various religions
- Show respect for religious leaders.
- Develop a curiosity and willingness to search for information surrounding the founding of different world religions.
- Show reverence for places of worship and for worship activities which take place within them.

POSSIBLE INFUSION

- Social Studies
- Design Art (R&T)
- Language Arts

<p><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p>Grade 8</p> <p><u>SOME TEACHER ACTIVITIES</u></p>	<p><u>ASSESSMENT</u></p>
<p>Geographical and historical activities including map and atlas exercises.</p> <ol style="list-style-type: none"> 1. Map activity – fill in names of holy places on individual blank maps. 2. Do research on the country in which each founder lived, the influence of religion and other aspects of cultural life. 3. Do individual work on each founder. (Read a biography) 4. Research holy places and make models, mount a pictorial display, collect souvenirs, brochures and photos from embassies and headquarters of different religious groups. 5. Write about the significance of the holy places researched and present their work to the class for discussion. 6. Do research about the evolution of the roles and functions of religious leaders over the centuries, including how names came about. 7. Do a pictorial time line to show how roles and functions developed over time in each religion. 8. Do dramatic presentations (characterizations) of the roles and functions of leaders of major religions. 	<ol style="list-style-type: none"> 1. Providing blank maps. 2. Helping students clarify concepts as they do research. 3. Giving guidelines on where and how to locate information, how to construct models. 4. Giving guidelines on where and how to locate information, how to construct models. 5. Facilitating class discussion. Providing clarification where necessary. 6. Guiding research process. Clarifying concepts where necessary. 7. Explaining format of time line. 8. Adjudicating. 	<ol style="list-style-type: none"> 1. Annotated maps. 2. Information gathered and mounted in pictorial display. 3. Book report. 4. Information gathered and mounted in pictorial display. 5. Written presentation. 7. Pictorial time line. 8. Observation schedule.

<p><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p>GRADE 8</p> <p><u>SOME TEACHER ACTIVITIES</u></p>	<p><u>ASSESSMENT</u></p>
<p>9. Hold a Religious Education spelling contest (on unusual Religious Education words) during term, and a Religious Education "School's Challenge" at end of term.</p> <p>10. Continue journal entries in "book" titled <i>"All I Ever Wanted to Know About Religion"</i>.</p> <p>11. Do creative writing re going on an imaginary visit to a place of pilgrimage, giving descriptions, impressions, experiences/anecdotes with factual content where relevant. Share with class.</p> <p>12. Make up clues and design a crossword puzzle re contents of the unit.</p> <p>13. "Talk-show" in which students assume roles of resource persons from different religions. "Viewers/"listeners" call in to have questions answered re holy people and places. Teacher and students assess responses.</p>	<p>9. Adjudicating.</p> <p>10. Supervising/Facilitating.</p> <p>11. Guiding writing process and sharing session.</p> <p>12. Designing some puzzles as teaching aids. Giving guidelines for constructing clues and designing boxes.</p> <p>13. Constructing and administering checklist/sentence completion to assess accuracy of content and growth in perception of the subject.</p> <ul style="list-style-type: none"> • Observing proceedings • Assisting students in use of checklist/agreed criteria. 	<p>9. Oral responses.</p> <p>10. Evidence of how research contributes to the expression of "inner" beliefs and feelings.</p> <p>11. Written and oral responses.</p> <p>12. Accuracy of crossword clues and answers.</p> <p>13. Checklist/observation schedule/sentence completion Peer assessment using agreed criteria</p>

<p style="text-align: center;">GRADE 8</p> <p style="text-align: center;"><u>THEME: Worship</u></p> <p style="text-align: center;">TERM TWO Unit III</p> <p>Topic: Sacred Writings</p> <p>CONCEPTS</p> <ul style="list-style-type: none"> ▪ Sacred ▪ Sacred writings/holy scripture/drawings ▪ Scroll ▪ Torah ▪ Ark ▪ Word ▪ Teachings ▪ Sign ▪ Voice (of God) ▪ Commands/ ▪ Commandments ▪ Will of God ▪ Law of God/rules ▪ Scribe ▪ Surah/Chapter ▪ Message ▪ Revelation ▪ Wisdom ▪ Hymns ▪ Story - poems <p>CONTENT</p> <p>Definition of concepts: Various sacred writings (content and the purposes for which they are used).</p> <ul style="list-style-type: none"> ▪ Islam: <ul style="list-style-type: none"> - Qur'an – Muhammad's revelation - Hadith – teachings based on Muhammad's life. ▪ Christianity: <ul style="list-style-type: none"> - Bible - Old and New Testaments 	<p style="text-align: center;"><u>SOME SPECIFIC OBJECTIVES</u></p> <p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> ▪ Define and use correctly the concepts listed. ▪ Explore and explain the stages in the origin and development of the sacred writings of each religion studied. (including those of the Tainos and Caribs) ▪ Describe/the basic contents of the sacred writings of each religion listed. ▪ Identify and discuss similarities and differences between sacred writings under study. ▪ Read and discuss stories from different sacred writings. ▪ Explain the meaning behind specific portions of sacred writings. <p><u>SKILLS</u></p> <ul style="list-style-type: none"> ▪ Deduce lessons that specific portions of sacred writings were meant to teach. ▪ Analyse and evaluate the influence of religion on people's lives ▪ Engage in discussion in order to display an understanding of the evolution of sacred writings. ▪ Make comparisons between the sacred writings examined. ▪ Arrange events in chronological order. ▪ Make notes, keep journals and diaries, develop portfolios. ▪ Ask and answer questions precisely ▪ Present oral or written material in a clear, logical sequence. <p><u>ATTITUDES</u></p> <ul style="list-style-type: none"> ▪ Display an openness and respect for the sacred writings of each religion. ▪ Show an appreciation of the relationship between people's beliefs and sacred writings. ▪ Recognize and appreciate some of the differences and similarities in sacred writings. ▪ Recognize and appreciate the relationship between the language in which sacred writings are written and the cultures out of which they emerge.
---	---

GRADE 8

- Judaism:
 - **Bible containing:**
 - Torah – (Books of Teaching)
 - Nevi' im – (Books of the Prophets)
 - Ketuvim – (The Holy "Writings")
- Hinduism:
 - Vedas -**
 - Hymns and instructions for daily living

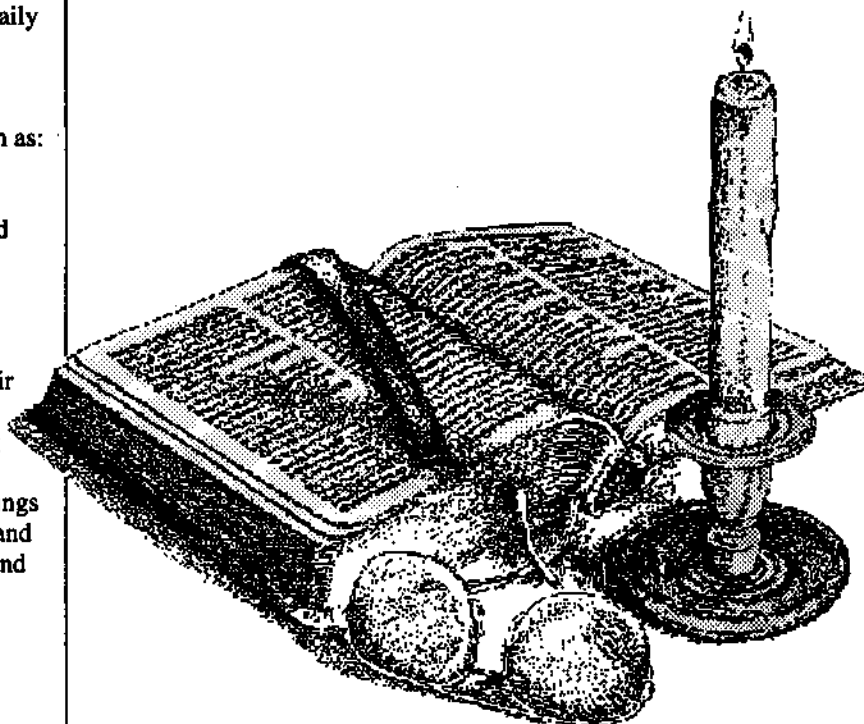
 - Upanishads -**
 - story-poems such as: Mahabharata, Ramayana
- Some similarities and differences between sacred books of the religions specified.

E.g.

- a) Deity/deities and their names
- b) Guidelines for living
- c) Explanations of: Creation and how things began; death, dying and the after life; Good and Evil.

POSSIBLE INFUSION

- Language Arts
- Design Arts (R&T)
- Social Studies
- Drama
- Dance



<p style="text-align: center;">Grade 8</p> <p style="text-align: center;"><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p style="text-align: center;"><u>SOME TEACHER ACTIVITIES</u></p>	<p style="text-align: center;"><u>ASSESSMENT</u></p>
<ol style="list-style-type: none"> 1. Research and report on meanings of key words/concepts. Make glossary/dictionary of terms. Make corrections or adjustments after class discussion. 2. Field trips to gather information from places of worship and museums (e.g., Arawak/Taino museum or Institute of Jamaica) and other research facilities. 3. Handle holy books/sacred scriptures of different religions (where available) and try to deduce and describe the nature of their contents. 4. Examine resource literature to ascertain whether their conclusions were correct; to fill in gaps in their perceptions. Examine: <ol style="list-style-type: none"> a) why the stories were written and how they developed. b) what they are used to teach today and c) how teachings are evidenced in daily life Use sample/samples from each major religion. 	<ol style="list-style-type: none"> 1. Facilitating class discussion and clarifying misconceptions concerning or within information gathered. <ul style="list-style-type: none"> • Filling in gaps in information. • Assisting in making necessary arrangements. 2. Assisting in making necessary arrangements. 3. Facilitating class discussion and research. 4. Facilitating class discussion and research. <p>Guiding class discussion/ activities to maintain objectivity. Use of resource persons for this is therefore ill advised.</p>	<ol style="list-style-type: none"> 1. Dictionary/glossary of terms. 2. Oral report. 3. Discussions/deductions/ descriptions. 4. Discussion and reports on findings.

<p style="text-align: center;">Grade 8</p> <p style="text-align: center;"><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p style="text-align: center;"><u>SOME TEACHER ACTIVITIES</u></p>	<p style="text-align: center;"><u>ASSESSMENT</u></p>
<p>5. Make a "library" of the 'books in sacred writings from each religion. Explain briefly in each 'book' made what the book contains. Set up in classroom.</p> <p>6. Familiarize themselves with stories from sacred writings by re-enacting them in puppet shows for which they're written scripts:</p> <ul style="list-style-type: none"> • Do posters including sayings from sacred writings. • <u>Put up one poster in class daily/weekly with moral guidelines.</u> Take selections from each major religion and centre around a theme* <u>all on one poster.</u> <p>7. Make notes. Keep journals and diaries re material being learned/examined.</p> <p>8. In portfolios, put excerpts from sacred writings, ie: choose specific themes and make anthologies from sacred writings of each major religion using related material. <u>Possibilities:</u> Deity/deities and their names, guidelines for living, explanations of Creation, death/dying and the after life etc.</p> <p>* Have separate sections for similar and for different materials on a given theme.</p>	<p>5. Suggesting appropriate materials and techniques.</p> <p>6. Putting stories in context. Giving guidelines for research.</p> <p>7. Facilitating.</p> <p>8. Assisting students in locating information.</p>	<p>6. "Library" of books with explanations.</p> <p>6. Accuracy of content in stories, scripts, posters and moral guidelines. Plansibility of explorations.</p> <p>8. Anthologies.</p>

<p>SOME SUGGESTED <u>LEARNING ACTIVITIES</u></p>	<p>Grade 8</p> <p><u>SOME TEACHER ACTIVITIES</u></p>	<p><u>ASSESSMENT</u></p>
<p>9. <u>EITHER:</u></p> <p>a) Add to dictionary/glossary of terms depicting colourful language and customs/pictures of objects etc. from which they draw lessons (e.g: "new wine in old wine-skins") within a given culture</p> <p>b) Solve student and/or teacher – constructed find-a-word puzzles to improve spelling of unfamiliar words.</p> <p><u>OR:</u></p> <p>Make models of the related object(s) such as wine skins as a class project. Have a Display Day on which each object made is mounted with a sacred quotation/ explanation beneath.</p> <div data-bbox="366 1425 474 1580" data-label="Image"> </div>	<p>9. Assisting with clarification of concepts/customs; assisting with locating information. Liaising with resource persons and visual arts specialists to help ensure accuracy of content and authenticity of models</p>	<p>9. <u>EITHER:</u></p> <p>Annotated pictures in dictionary of terms;</p> <p><u>OR:</u></p> <p>Displayed items.</p> <div data-bbox="1113 1446 1298 1601" data-label="Image"> </div>

GRADE 8

THEME: Worship

TERM TWO

Unit IV

Topic: Signs and Symbols

CONCEPTS

- Pilgrimage
- Sign
- Symbol
- Meaning
- Communication
- Interpretation
- Icon
- Statue
- Image
- Idol worship
- Acts of worship
- Gesture/action
- Talisman
- Font
- Crucifix
- Cross
- Ideas
- Expression

CONTENT

A. *Symbols common to different religions e.g.*

Physical –

- light
- water
- fire
- bread
- holy places
- moon
- sun
- cities
- candles

Gestures –

- closed eyes
- kneeling
- clasped hands
- bowed heads
- prostrating

SOME SPECIFIC OBJECTIVES

KNOWLEDGE

- Define and use concepts correctly.
- Name signs and symbols which are common to different religions
- Name signs and symbols peculiar to specific religions.
- Discuss the significance of each sign and symbol.
- Discuss the importance of colours and vestments in some religions
- Recognize the significance of the use of signs and symbols as observed in everyday life.
- Evaluate the use of icons as symbols in some branches of some religions.
- Describe certain gestures which people use as acts of worship and give reasons for their use.

ATTITUDES

- Demonstrate an awareness of symbolism present in religions.
- Appreciate the contribution made by words, pictures, objects, dance and drama as signs and symbols in the enrichment of worship.
- Express an appreciation for the importance of signs and symbols to specific religions.
- Understand how signs and symbols can help to form the basis of their own values and belief systems.
- Show respect for the religious beliefs and practices of others
- Contribute to group projects and outcomes.
- Share group tasks equitably.

SKILLS

- Explain the meaning of and accurately use religious vocabulary.
- Make comparisons and distinguish between symbols of different denominations/religions.
- Use words, pictures/icons, dances, gestures, drama as symbols from which to gain meaning.
- Use the community as a source from which examples of signs and symbols may be supplied and meaning obtained.
- Use signs and symbols to explain their own beliefs and values.
- Locate symbolic places on a map.
- Make comparisons between symbolic holy places of different religions.
- Draw reasoned conclusions about signs and symbols.
- Justify conclusions drawn about signs and symbols.
- Distinguish between statements of doctrine and statements of fact.
- Detect bias or inconsistency in a line of reasoning.
- Identify their own values and the values of others.
- Provide evidence to support or reject a particular value judgement.
- Organize group action and implement decisions.
- Organize and carry out a plan of action in the community.

GRADE 8

B. *Symbols specific to some religions e.g.*

Christianity/ - Wine
Judaism

Judaism - Mezzuzah
- Menorah
- Star of David*
- Ark
- Torah

Christianity/ - Oil
Judaism

Christianity - Cross
- Crucifix
- Fish

Christianity/ - Dove
Judaism

Hinduism - Aum
- Rivers

Islam - Dome
- Minaret
- Star and Crescent moon

Christianity - Spire

C. *Colours and Vestments of religious leaders.*

D. *Significance of these symbols and gestures.*

POSSIBLE INFUSION

- Design Arts (R&T)
- Social Studies
- Dance/Drama (Performing Arts)
- Music
- Language Arts



* Or 'Magen David'. "The six points represent God, the World, Man and God's three great acts of Creation, Revelation and Redemption".

<u>SOME SUGGESTED LEARNING ACTIVITIES</u>	Grade 8 <u>SOME TEACHER ACTIVITIES</u>	<u>ASSESSMENT</u>
<p>1a) Discuss the nature of signs and symbols.</p> <p>1b) Go on field trip to the local community to identify and list the signs and symbols present.</p> <p>2 Research signs and symbols common to different religions.</p> <p>3. Make illustrated albums depicting signs and symbols</p> <p>a) specific to different religions and</p> <p>b) common to the religions. State significance of illustrations.</p> <p>4. Discuss significance explained in individual albums prepared.</p> <p>5. Simulate radio commentary on the significance of colours of vestments and of gestures used during a worship service or other celebration being viewed by class on videotape.</p> <p>6. Speak Easy session: ie: use the teacher's chair as a "power chair", share personal impressions re vestments, icons and gestures as part of religious activity.</p>	<p>1a) Giving guidelines that facilitate definition, discussion and identification of signs and symbols.</p> <p>1b) Giving guidelines that facilitate definition, discussion and identification of signs and symbols</p> <p>2. Helping students to identify resource persons, materials and places.</p> <p>3. Giving guidelines re content and structure of albums.</p> <p>4. Facilitating discussion.</p> <p>5. Providing appropriate audiovisual materials for viewing.</p> <p>6. Preparing checklist/rating scale. Rotating students. Making observations.</p>	<p>1b) Reports on field trip.</p> <p>2. Illustrated/annotated album.</p> <p>3. Illustrated/annotated album.</p> <p>4. Accurate and perceptive oral responses.</p> <p>5. Accuracy, perceptiveness, attention to detail/ participation.</p> <p>6. Checklist/rating scale.</p>

<p style="text-align: center;">Grade 8</p> <p><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p><u>SOME TEACHER ACTIVITIES</u></p>	<p><u>ASSESSMENT</u></p>
<p>7. Work in groups and use albums to formulate a glossary of terms relating to signs and symbols.</p> <p>8. Using mime, conduct a guessing game in which the signs and symbols are depicted and their significance explained.</p> <p>9. Locate on blank maps local and international holy places and explain their significance</p> <p>10. Formulate questions for true or false quiz game in which they distinguish between statements of doctrine and statements of fact. Play in teams.</p> <p>11. Identify (in writing) biases within true or false statements.</p>	<p>7. Giving guidelines re compiling glossary</p> <p>Observing and noting group participation and interaction</p> <p>Preparing of checklist.</p> <p>8. Observing students' activities.</p> <p>9. Providing blank maps.</p> <p>10. Adjudicating quiz game.</p>	<p>7. Rating scale re group interaction - checklist re accuracy and format of glossary.</p> <p>8. Observation schedule.</p> <p>9. Annotated maps</p> <p>10. Tally system.</p> <p>11. Written responses.</p>

GRADE 8**THEME: Worship****TERM THREE****Unit V****Topic: Celebrations****CONCEPTS**

- Festivals
- Rites
- Customs
- Feasts
- Fasts
- Light
- Tradition
- Beliefs
- Religion
- Symbolism

CONTENT

- Definition of concepts
- Festivals; seasons in which they occur
 - a) Christianity - Christmas
 - b) Judaism - Rosh Hashanah
 - c) Islam - Eid-UL-Fitr
 - d) Hinduism - Divali
- Purpose
- Rites and Customs (eg. fastings, lights, merry-making, feasts)
- Symbolism of these Festivals

POSSIBLE INFUSION

- Drama
- Resource & Technology
- Language Arts
- Science
- Visual Arts
- Social Studies
- Mathematics

SOME SPECIFIC OBJECTIVES**KNOWLEDGE**

- Define and use correctly the concepts correctly.
- Identify some of the symbolic features of the festivals celebrated in different religions.
- Describe and explain the significance of various festivals, rites and customs being studied.
- Identify how the visual and performing arts are used to enhance religious festivities.
- Explain when, why and how various festivals are celebrated in different religions.

SKILLS

- Observe and classify information gathered from various activities.
- Interview resource persons.
- Plan and design data; gathering instruments.
- Dramatize aspects of festivals observed.
- Present data in a variety of forms.
- Plan and designing models and props in three dimensions.
- Creating dances, games, cartoons, comic strips (interpreting and summarizing situations, problem solving, critical thinking, analyzing, evaluating, drawing conclusions).

ATTITUDES

- Show willingness to work in groups.
- Show appreciation for the beliefs and practices of others.
- Show respect for the views of others.
- Appreciate the role and function of the festivals and celebrations in the lives of others.
- Promote sensitivity which will foster harmony and peaceful existence between persons of differing religious beliefs.

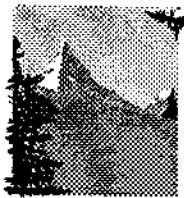
<u>SOME SUGGESTED LEARNING ACTIVITIES</u>	Grade 8 <u>SOME TEACHER ACTIVITIES</u>	<u>ASSESSMENT</u>
<ol style="list-style-type: none"> 1. Go on fields trips to observe festivals. 2. Interview adherents of different religions. 3. Dramatize of festivals, rites and customs. Include movement and music. 4. Collate and document information gathered through field trips, interviews and dramatic presentations. Help to chart their progress. 5. Create recipe book of dishes connected with various festivals and rituals and make some of these dishes and beverages. 6. Consult with resource persons re rites, customs, festivals. 7. View filmstrips, photographs, videotapes, etc. Listen to music and other forms of creative expression. 8. Keep journals and make scrap books about what is being learned. Help to assess themselves. 9. Make costumes and models of places of worship; props. 10. Learn songs connected with celebrations of different religions. 	<ol style="list-style-type: none"> 1. Guiding the development of preparatory activities. 2. Structuring format of interviews. 3. Acting as facilitator for dramatic presentations. 4. Assisting students in choice of appropriate format for each activity as well as for selection of information. 5. Facilitating and guiding students in constructing test "instruments"/progress charts. 6. Assisting students in identifying resource persons. 7. Guiding in the choice of creative materials. 8. Monitoring the making of/writing of scrapbooks and journals. 9. Supervising activities of students. Procuring samples of costumes and pictures to aid doing the assignment/constructing assessment instruments. 10. Identifying and contacting resource persons and gathering material. 	<ol style="list-style-type: none"> 1. Observation schedules, checklists. 2. Checklists, anecdotal pads/records. 3. Checklists, observation schedules, anecdotal records, peer assessment. 4. Checklists, written tests, rating scales; progress of class charted over time* by means of visual aids e.g. pie charts. 5. Rating scale, observation sheet. (tasting checklist) 6. Written and oral tests. 7. Quizzes (oral and written). 8. Self assessment using checklist – teacher and student developed. 9. Checklists, rating scales. 10. Quizzes re: use and content/meaning of songs. <p>*In particular – skills</p>

<p>11. Develop a dictionary of festivals, rites and customs. (inc. glossary of terms)</p> <p>12. Class discussions.</p> <p>13. Create games, comic strips, puzzles etc. using content from information gathered.</p> <p>14. Create ritual dances from various religions festivals studied.</p> <p>15. Create cartoons as commentary on issues relating to material learnt.</p>	<p>11. Facilitating and supervising.</p> <p>12. Guiding and moderating.</p> <p>13. Facilitating the creation of games etc.</p> <p>14. Facilitating and directing the arrangement of class room to suit the activity.</p> <p>15. Facilitating and providing material and identifying the task.</p>	<p>11. Oral and written tests, competitive games/quizzes.</p> <p>12. Observation schedules, rating scales, checklists.</p> <p>13. Checklists, rating scales.</p> <p>14. Observation schedules, rating scales, checklists.</p> <p>15. Rating scales, checklists.</p>
--	---	---



GRADE 9

UNIT PLANS



THEME - STEWARDSHIP



GRADE 9

THEME: Stewardship

TERM ONE

Unit I

Topic: The Nature And Purpose of Stewardship - An Overview

CONCEPTS

- Steward
- Stewardship
- Talent
- Honesty
- Integrity
- Social justice
- Responsibility
- Duty
- Right and wrong/ethics
- Obligation
- Citizenship
- Property/rights
- Relationship
- Friendship
- Social class
- Accountability
- Trust
- Self-esteem
- Self-respect
- Mutual respect
- Respect for life
- Respect for property/personal space
- Dependability/management control
- Industriousness
- Loyalty/faithfulness
- Interdependence
- Wisdom
- Efficiency/thrift
- Ownership
- Sharing/distribution
- Giving/generosity of spirit
- Resources
- Chain of command
- Lordship/authority
- Command
- Husbandry
- Protection
- Consequences

SOME SPECIFIC OBJECTIVES

KNOWLEDGE:

- Define and use correctly the concepts listed.
- Explore the nature and purpose of personal and corporate stewardship.
- Identify and distinguish between areas of individual and corporate responsibility as members of a shared humanity.
- Describe different aspects of individual and corporate stewardship as they exist within different religious groups.
- Gather information which may be used in making decisions about the use of time, talent and other resources.
- Explain the relationship between personal and corporate stewardship.
- Outline some of the benefits of good stewardship.
- Recognize the natural consequences of poor stewardship.
- Identify and discuss the views of local and international modern-day people of faith re social issues and concerns/corporate stewardship.

SKILLS:

- Detect the relationship between personal and corporate stewardship.
- Read and select main ideas from texts about various religions.
- Make inferences about values from materials or texts which are read.
- Research and record their findings in a logical sequence.
- Discuss and draw conclusions about relevant issues.
- Evaluate themselves in order to discover their talents and identify their skills.

ATTITUDES:

- Develop awareness of their capabilities and their responsibilities as stewards.
- Become aware of the relationship between personal and corporate stewardship.
- Become aware of their personal values and those of others.
- Recognise the importance of the exercise of personal and corporate stewardship in the development of self-worth.
- Develop an appreciation of the fact that they are accountable to themselves, the Creator and the human community of which they are a part.
- Explore ways in which religion acts as a motivating factor influencing every area of human life.
- Develop a sensitivity to moral, social and ethical issues.
- Appreciate the importance of and commitment to moral and/or religious principles.

GRADE 9

- Conviction
- Humanity
- Selfhood
- Person
- Personal
- Corporate
- Opportunity

CONTENT

- Definition of concepts
- *Nature and scope of personal stewardship.*
 - Use of personal human resources, including: talent, adaptability, leadership ability, experience, relational/ interpersonal and job skills
- *Nature and scope of corporate stewardship.*
 - Use and care of natural and corporately owned resources, e.g., time, money (taxes, donations/corporate funds) maintenance of property/buildings, maintenance of law and order, use and care of the natural environment.
- *Implications of personal stewardship, i.e., the exercise of personal stewardship in the context of the wider community.*
- *The teaching and practice of personal and corporate stewardship in different religions, eg: Christianity, Hinduism, Judaism, Islam.*
 - Local and international people of faith (e.g., Ghandi, Fr. Ho Lung, Bishop Desmond Tutu): the areas of need they have tried to address.

POSSIBLE INFUSION

Resource and Technology
(Business Basics Module)

ATTITUDES (Cont'd.)

- Recognize how commitment to moral and religious principles can lead to betterment of themselves, their country and the world.
- Become aware of the part that giving and receiving play in self-development.



<u>SOME SUGGESTED LEARNING ACTIVITIES</u>	Grade 9 <u>SOME TEACHER ACTIVITIES</u>	<u>ASSESSMENT</u>
<ol style="list-style-type: none"> 1. Divide into pairs, each having two concepts to discuss and try to define. Concepts are previously by colour coded with matching colours for related concepts. After initial discussions, join related pairs to become fours, then larger groups, which work out a creative way to share their perceptions with the rest of the class. 2. Find additional material for later use in groups which they have formed. (e.g., in portfolios). 3. Make journal entries re impressions formed during class discussions. 4. Pull from a bag flash cards containing statements/scenarios involving cases of individual or corporate responsibility. After describing/defining the nature of each type of responsibility try to categorize the scenarios drawn from the bag. Discuss the accuracy of their efforts and do peer assessment. Add cards to chart with relevant columns. 5. Interview religious leaders within or outside the community (including leaders of indigenous groups to get their views on the nature of good stewardship. 	<ol style="list-style-type: none"> 1. Clarifying and elaborating on what students have developed. <ul style="list-style-type: none"> • Facilitating the combining of pairs and groups. • Monitoring group work and sharing session. 2. Guiding students to sources of information. 3. Encouraging frank and uninhibited sharing of views/impressions. 4. Preparing bag of cards. 5. Assisting in the locating of appropriate resource persons. 	<ol style="list-style-type: none"> 1. Use of concepts in discussion. 2. Information in portfolios etc. 3. N/A 4. Types of responsibility categorized on chart. Peer assessment of efforts. 5. N/A.

<p><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p>Grade 9</p> <p><u>SOME TEACHER ACTIVITIES</u></p>	<p><u>ASSESSMENT</u></p>
<p>6. Use previous knowledge to outline in their notebooks, some of the benefits of good stewardship.</p> <ul style="list-style-type: none"> • Research in print and electronic media to get added perspective, then compare findings with their own outlines (e.g., consult <i>ICT Activities in R.E.</i> by Gwyneth & Helen Windsor). <p>7. Examine/research how local and international people of faith of different religions have tried to practise personal stewardship in a social framework.</p> <ul style="list-style-type: none"> • List the categories of need which each has sought to address. <p>8. Explore their individual identities and develop self-awareness via a game which answers the following questions: <i>"Who Am I?"</i> <i>What are my capabilities?"</i> <i>"How can I use them to be a good steward?"</i></p> <ul style="list-style-type: none"> • Begin by stating their names and using one positive word (each) to describe themselves. <p>EITHER:</p> <ul style="list-style-type: none"> • Hold a getting-to-know you session in class to identify hobbies, special interests, etc., to encourage awareness of individual identity in relation to personal and corporate stewardship/the use of their capabilities. 	<p>6. Grading assignment.</p> <p>7. Facilitate research and class discussions.</p> <p>8. Oversee smooth running of class activities/discussions.</p> <ul style="list-style-type: none"> • Prepare poster-size fact finding sheet • Provide cards and boxes for "card-sort" activity. • Display content and concepts for unit in classroom and guide students into using these to write information about themselves which will be used later in the unit/the year. 	<p>6. Written outlines/comparisons.</p> <p>7. List of categories of need addressed.</p> <p>8. Oral and written responses.</p>

<p><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p>Grade 9</p> <p><u>SOME TEACHER ACTIVITIES</u></p>	<p><u>ASSESSMENT</u></p>
<p>OR:</p> <p>a) Tick their hobbies/talents etc., on a poster-sized fact-finding sheet.</p> <p>b) Participate in a "card sort", in which their gifts/talents/hobbies are written anonymously on individual cards and placed in a box. They are then extracted one by one and the relevant persons identify themselves.</p> <p>9. Do imaginative identification: be asked to identify with believers of each religious group being studied, by explaining (after research) teachings and practices re personal and corporate stewardship as seen through the eyes of these believers.</p>	<p>9. Assisting students in locating appropriate information.</p> <ul style="list-style-type: none"> • Helping students work out guidelines for peer assessment. Assisting with assessment. 	<p>9. Teacher/peer assessment of personifications.</p>

GRADE 9

THEME: Stewardship

TERM ONE

Unit II

Topic: Personal Stewardship

Sub-Topic: Some Stewardship Issues And Concerns As Addressed By Major Religions

CONCEPTS

- Readiness
- Maturity
- Expectations
- Adulthood
- Adult behaviour
- Symbolism
- Sexuality
- Singleness
- Singlehood" (as in womanhood or manhood)
- Marital status
- Premarital
- Extramarital
- Postmarital
- Abuse
- Promiscuity
- Mixed marriage
- Issues
- Concerns
- Rearing
- Religious community
- Parenthood
- Concubinage
- Freedom
- Conflict/value conflicts
- Morality
- Graciousness
- Rights
- Choice/decision
- Love
- Gratitude
- Value judgements
- Parenthood

SOME SPECIFIC OBJECTIVES

KNOWLEDGE

- Define and use correctly the concepts listed.
- Review practices that mark coming of age in different religious groups.
- Examine child-rearing practices in different religious groups.
- Discuss and outline what is expected of young persons recognised by different religious groups as adults.
- Examine personal issues facing young adults.
- Identify relevant facts and describe some of the important issues and problems facing persons today.
- Identify and explain different religious and other views concerning stated issues and problems.
- Identify ways that good relationships may be fostered in home, family, school and the wider community.
- Identify and distinguish between natural and contrived consequences of personal actions.

SKILLS

- Prioritise/make decisions based on an understanding of the nature of responsible adult behaviour.
- Follow up responsible choices with appropriate actions.
- Draw responsible conclusions that are as free of personal prejudices as possible.
- Apply personal convictions to important every day issues
- Analyse and evaluate contemporary life issues from a religious perspective.
- Make decisions which will lead to responsible, creative and productive use of time, talent and resources.
- Use religious and moral principles to analyse situations and make mature decisions about right and wrong.
- Work to influence people in positions of religious, social and political power in the wider community.
- Clearly articulate concisely - orally, visually and in writing - personal views with reference to everyday issues.
- Recognize and showing respect for the rights and views of others.
- Accept the consequences of breaking rules.
- Use pictures to gain meaning.
- Use newspapers, magazines, almanacs etc., to gather information.
- Prepare and write reports.
- Participate in class discussions.
- Identify personal values, value conflicts and the values of others
- Make moral judgements (good/bad, right/wrong) based on common values held by different religious groups regarding relationships.
- Make value judgements.

GRADE 9

CONTENT

Preparing for Life:

- **Introduction – Growing into responsible behaviour:**
 - a) How different religious groups bring up children
 - b) Review of coming of age ceremonies/rites (where these exist) in:
 - Christianity
 - Judaism
 - Islam
 - Hinduism
 - Other religious groups in the community.
 - c) Expectations in each religion for responsible adult behaviour (as symbolized by these rites.)
- **Issues and concerns:**
 - Relationships**
 - Premarital (including concubinage)
 - Marital
 - Extramarital
 - Singleness/ "singlehood"
 - Family: including abortion/use of contraceptives
 - Peer pressure
 - Homosexuality
 - Lesbianism
 - Prostitution
 - Same sex marriages
 - Abuse (spousal, child, verbal, emotional/psychological, sexual, physical, incest)
 - Divorce and remarriage
 - Arranged marriages
 - Mixed marriages (of race or religion)
 - Suicide

ATTITUDES

- Explore the effects of religion on the formation of one's attitudes, values and beliefs.
- Show respect for the rights and views of others.
- Show by their behaviour that they recognize the need to show compassion towards persons who are caught in the grip of social evil.
- Show by their behaviour that they know the importance of respecting persons in authority.
- Develop a positive attitude to self and others.
- Be willing to find solutions to personal, family, school and social problems.
- Recognize their own potential for making positive contributions for the betterment of society.
- Show by their behaviour that they realize the importance of the proper rearing of children and young people.
- Be willing to assert themselves in maintaining their rights and to recognize that with every right comes responsibility.
- Show willingness to critically evaluate themselves on an ongoing basis.



POSSIBLE INFUSION

Resource and Technology

- (Home and Family Management)
- Guidance and Counselling
- Language Arts
- Science
- Drama

<p style="text-align: center;">Grade 9</p> <p style="text-align: center;"><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p style="text-align: center;"><u>SOME TEACHER ACTIVITIES</u></p>	<p style="text-align: center;"><u>ASSESSMENT</u></p>
<ol style="list-style-type: none"> 1. Brainstorm concepts/key words listed (to identify their perceptions about each). 2a. Collect articles/clippings from newspapers and magazines; make notes on soap operas, movies and news items using specified topics. b. Share information and identify concepts during class discussion and group work. 3. Use worksheets with matching exercises to review coming of age ceremonies. Make games re the same; exchange and play in class. 4. Participate in panel discussion (re child-rearing) which includes parents and their offspring of varying ages (childhood to your adulthood) invited for the occasion. Parent/Child Day → Do one panel discussion for each major religion/religious group in Jamaica 5. Identify relevant facts of life that describe relevant issues and problems facing persons today, using situations in material collected in #2 above. Use relevant resource material (e.g., from <i><u>ICT Activities for R.E.</u></i>, by Gwyneth and Helen Windsor [CD and Activity Book]) 	<ol style="list-style-type: none"> 1. Facilitating brainstorming process. 2a. Providing list of topics based on the units concepts to guide students research. b. Helping students identify concepts. 3. Preparing/helping students prepare games and worksheets. Monitor class behaviour during games. 4. Supplying invited guests with questions/topics to be discussed in class beforehand. 	<ol style="list-style-type: none"> 2. Compiled list of concepts with definitions. 3. Games and worksheets. Checklists monitoring group work/student behaviour during games.

<u>SOME SUGGESTED LEARNING ACTIVITIES</u>	Grade 9 <u>SOME TEACHER ACTIVITIES</u>	<u>ASSESSMENT</u>
<p>6. Construct questionnaire and conduct survey and use this to distinguish between contrived and natural consequences.</p> <p>7. Do on-going class project centred around <u>the nature of responsible adult behaviour</u> eg., via:</p> <ul style="list-style-type: none"> a) Interviews of family and other members of the community to obtain perceptions of same. b) Research of religious audio-visual/print material c) Comparisons with perceptions gathered at a) above. <p>8. Series of case studies (written by students and/or teachers, guided by skills and attitudes objectives) discussed from a religious perspective to identify responsible adult behaviour.</p>	<p>6. Giving guidelines re questionnaire construction.</p> <p>7a. Guiding proceedings to ensure that all relevant aspects of responsible adult behaviour are covered.</p> <p>7b. Encouraging a positive approach to the topic, concentrating on related values as they emerge in the concepts/skills listed.</p> <p>c. Setting time deadlines for drama.</p> <p>8. Same as 7a) and b)</p>	<p>6. Questionnaire</p> <p>7a. Insights displayed in dramatization(s)/role play</p> <p>b. Script(s) written for the presentation(s)</p> <p>8. Oral and written responses, including multiple choice test.</p>

<p align="center"><u>GRADE 9</u></p>	<p align="center"><u>SOME SPECIFIC OBJECTIVES</u></p>
<p align="center"><u>THEME Stewardship</u></p> <p align="center">TERM TWO</p> <p align="center">Unit III</p> <p>Topic: Corporate Stewardship</p> <p><u>Sub-Topic:</u> More Stewardship Issues and Concerns As Addressed By Some Religious Groups</p>	<p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> ▪ Define and use correctly the concepts listed. ▪ Explore and explain the consequences of the actions of individuals on the lives of others in the local, national and global community. ▪ Outline/delineate the specific views of some world religions and other religious groups concerning the vulnerable within the society and the natural world. ▪ Explain the nature of and give opposing arguments for some controversial issues involved in medical ethics. ▪ Research information about organizations which cater to the needs of vulnerable persons, and explore ways in which the work of these organizations can be assisted and expanded. ▪ Examine and draw conclusions concerning what different religious groups consider to be right and wrong re concepts and content listed. ▪ State/identify and outline the basic contents of laws (re concepts/content listed) which have been influenced by major religions and religious groups. ▪ Identify and discuss principles to be learned from the beliefs and practices of modern local and international people of faith. ▪ Identify and outline the basic contents of laws (re concepts/content listed) which have been influenced by major religions.
<p><u>CONCEPTS</u></p> <ul style="list-style-type: none"> ▪ Genetic engineering ▪ Technology ▪ Surrogate motherhood ▪ Motherhood ▪ Fertility ▪ Instinct ▪ Homelessness ▪ Abandonment ▪ Adoption ▪ Vagrancy ▪ Disability ▪ Animal rights ▪ Mercy ▪ Childhood ▪ Human life ▪ Infanticide ▪ Treatment ▪ Conception ▪ Wealth ▪ Poverty ▪ Need ▪ Suffering ▪ Humanitarianism ▪ Rejection ▪ Acceptance ▪ Human rights ▪ Compassion ▪ Care ▪ Death/Death with dignity ▪ Sacredness of life 	<p><u>SKILLS</u></p> <ul style="list-style-type: none"> ▪ Identify and suggest possible solutions to some of the social problems existing in the local and national community. ▪ Formulate and refute arguments relating to societal stewardship issues. ▪ Empathize with persons in difficult situations or situations of need. ▪ Focus on key statements from religious groups on values and ethical codes of conduct. <p><u>ATTITUDES</u></p> <ul style="list-style-type: none"> ▪ Be challenged to think through the values that have either a positive or negative influence on their own lifestyles and those of others. ▪ Be open and exploratory in the sharing of views and beliefs concerning stated concepts. ▪ Be able to avoid simplistic, stereotyped and biased comments with regard to issues being examined. ▪ Develop respect for people who hold beliefs and views which differ from their own.

GRADE 9

CONTENT

- The technology of birth
 - Cloning
 - Test tube babies
 - Artificial insemination
 - Surrogate mothers
 - Fertility drugs
 - Actual stage at which human life begins
 - Infanticide
 - Sexually transmitted diseases
 - Street children/homeless persons/vagrants
- Medical care for the poor
- Adoption
 - How the process is handled
 - How the child is treated
 - Possible effects
- Abandoned children/children that are given away
- Persons with disabilities
- Euthanasia mercy killing)
- Organ transplants (including donation of limbs, bodies or organs for medical research)
- Vivisection and animal rights

POSSIBLE INFUSION

- Guidance and Counselling.
- Special Education
- Science
- Social Studies
- Resource and Technology (Home & Family Management)
- Drama

ATTITUDES (Cont'd.)

- Become critically aware of their own feelings and judgements and those of others.
- Develop a mature sense of personal worth and value and of the worth and value of others.
- Develop and maintain a sense of wonder and curiosity about the world.
- Be willing to suggest and act upon practical solutions to problems involved in issues being discussed.



<p style="text-align: center;">Grade 9</p> <p style="text-align: center;"><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p style="text-align: center;"><u>SOME TEACHER ACTIVITIES</u></p>	<p style="text-align: center;"><u>ASSESSMENT</u></p>
<ol style="list-style-type: none"> 1. Students each ask 1-3 questions about each concept on a list provided. Participate in ensuing class discussion. 2. Over a period of weeks anonymously drop any concerns they have (re issues discussed) into a suggestion box for discussion. 3. EITHER: Use print media and Information Technology programmes (CDs) to do hands-on computer activities e.g., re charity, almsgiving/views and practices of different world religions concerning helping the less fortunate within the society. Possibilities: Posters or want ads. OR: Prepare illustrated brochures – as would be prepared by each religious group – re helpfulness/almsgiving. 4. Create a collage of pictures (on classroom wall) that depicts all the different concepts listed for the unit, using catchy but comprehensive slogans that express their personal news re such issues as cloning, test tube babies, adoption, abortion, etc. Examine ACTUAL CASES involving the above and views of world religions/the local religious community regarding these. Compare with their own views as stated in posters. 	<ol style="list-style-type: none"> 1a. Providing each student with a list of the unit's concepts. b. Clarifying concepts during class discussion. 2a. Providing each student with a list of the unit's concepts. b. Clarifying concepts during class discussion. 3. Facilitating research, discussion and other class activities. Integrating related content from other subject areas; using subject specialists as resource persons. 4. Facilitating research, discussion and other class activities. Integrating related content from other subject areas; using subject specialists as resource persons. 	<ol style="list-style-type: none"> 1. Clarified concepts. 3. Computer projects/printouts, posters, want advertisements, illustrated brochures. 4. Picture collage of posters/oral and written responses.

<p><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p>Grade 9</p> <p><u>SOME TEACHER ACTIVITIES</u></p>	<p><u>ASSESSMENT</u></p>
<p>Discuss possible solutions to problems that emerge.</p> <p>5. <u>Class Project:</u> Interview professionals within the community such as religious leaders, policemen and lawyers to find out which laws relating to concepts and content of the unit are influenced by religion. Visit Adoption Board, Family Planning Agency, Legal Aid Clinic and other relevant government agencies to crosscheck/add other relevant information re the above.</p> <p>6. a) Examine related case studies and draw conclusions from them. b) Compile and present a portfolio/folder containing: i) their own personal views ii) the laws of the land iii) what different religious groups have to say about the issues and concerns explored.</p>	<p>5. Assisting students in making contact with relevant persons and visiting appropriate places.</p> <p>Facilitating research, discussion and other class activities. Integrating related content from other subject areas; using subject specialists as resource persons.</p> <p>6. Choose the best portfolios, have them reproduced and put in the school library for future reference.</p>	<p>5. Participation in class activities.</p> <p>6. a) Oral/written conclusions b) Portfolios</p>

<p align="center"><u>GRADE 9</u></p>	<p align="center"><u>SPECIFIC OBJECTIVES</u></p>
<p align="center"><u>THEME Stewardship</u></p> <p align="center">Term TWO</p> <p align="center">Unit IV</p> <p>Topic: Corporate Stewardship</p> <p><u>Sub-Topic: Other Issues and Concerns As Addressed by Some Religious Groups</u></p> <p><u>CONTENT/CONCEPTS</u></p> <ul style="list-style-type: none"> ▪ <u>Ethical Issues and Society</u> <ul style="list-style-type: none"> - Ageism - Racism - Sexism - Marginalization - Wealth and poverty <ul style="list-style-type: none"> a) consequences of unequal distribution of wealth b) religious groups and solutions they offer - Stewardship of opportunity - Work, wealth, leisure, proper use of time - Honesty and dishonesty - Crime, violence and punishment/capital punishment - Conflict and conflict resolution - War and peace - Human rights - Peddling/tampering with food - Substance abuse: addiction/peddling/trafficking - Sacredness of life/respect for life and property - Implications of migration - Tensions between local and returning residents - Waste - Bullying 	<p><u>KNOWLEDGE:</u></p> <ul style="list-style-type: none"> ▪ Define and use correctly the concepts listed ▪ Explore and delineate what different religious groups think constitutes proper use of working time ▪ Discuss the place and function of voluntary service within society. ▪ Discuss and outline different religious views concerning one's rights re payment for work done. ▪ Examine and list some of the stated social evils ▪ Explore some religious beliefs held about stated social evils and identify some practical solutions offered or used by religious groups to counteract these evils. ▪ Identify some causes and effects of legal/illegal migration ▪ Examine the expectations that lead to migration, and the effects of this upon different levels of society. <p><u>SKILLS:</u></p> <ul style="list-style-type: none"> ▪ Understand, develop and express personal views on issues and problems discussed. ▪ Express thoughts, feelings, experiences, values, attitudes and beliefs which are held by others. ▪ Identify and explore feelings which evolve out of issues being discussed. ▪ Evaluate their own standpoints concerning a variety of Religious Education related issues. ▪ Recognize bias, exaggeration, prejudice and stereotyping. ▪ Recognize and be able to make the best use of opportunities for advancement without being selfish, inconsiderate or breaking the law while so doing.

GRADE 9

**CONTENT/CONCEPTS
(cont'd.)**

- Reckless driving/road rage
- Religion and patriotism
- Carnival/dance hall music and lifestyle
- Dress codes
- Illegal migration

POSSIBLE INFUSION

- Social Studies
- Music
- Resource and Technology (Home & Family Management)
- Guidance and Counselling

ATTITUDES:

- Show a positive attitude towards work, whether supervised or unsupervised
- Recognize the importance of giving a fair day's work for a fair day's pay.
- Appreciate the value of being kind or generous without expecting reward or recognition.
- Recognize the dangers of playing upon the emotions of others for one's personal advantage.
- Examine the relationship between migration, a sense of responsibility and the willingness to persevere under difficult circumstances
- Discuss and list some of the values which, if practised, would help or hinder the development of society.
- Compare the attitudes of local and returning residents towards one another and discuss ways in which religious beliefs and practices can foster mutual understanding.
- Consciously monitor personal behaviour to avoid discrediting one's country in the international community

<p style="text-align: center;">Grade 9</p> <p style="text-align: center;"><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p style="text-align: center;"><u>SOME TEACHER ACTIVITIES</u></p>	<p style="text-align: center;"><u>ASSESSMENT</u></p>
<ol style="list-style-type: none"> 1. Conduct taped interviews with employers and employees to discover their perceptions re what constitutes fair day's work/a fair day's pay. Make their own contacts with these persons. Draw conclusions. 2a. Place community notice boards at prominent places in the school/local community (e.g., in front entrance, bathroom, cafeteria, supermarket.) Solicit comments re issues and concerns. b. Pick up these responses at intervals and use for class discussion. 3. Obtain quotations (by prominent persons in the society) from newspapers, books, television, etc. to be used to supplement activity # 2. 4. Interview a number of returning residents or have a "talking point" to discover their views on issues and concerns in the society which sometimes affect them, such as work, banking, crime and violence, housing etc. 	<ol style="list-style-type: none"> 1. Assisting students in formulating questions for questionnaires. 2. Ensuring that topics soliciting response are posted well in advance of times needed, after: <ol style="list-style-type: none"> a) assisting in designing notice boards b) monitoring their placement c) assigning students to care for each notice board/seeing that notices are posted regularly. <p>Constructing checklist (with student input) to assess care of the environment/notice boards.</p> 4. Conducting preliminary "airing" of discussion topics prior to student construction of interview schedule; using this activity to impart related values. 	<ol style="list-style-type: none"> 1. Taped interviews and personal conclusions. 2. <ol style="list-style-type: none"> a) Peer assessment re care of notice boards. b) Anecdotal records (teacher-compiled). 3. Oral and written responses.

<p>SOME SUGGESTED LEARNING ACTIVITIES</p>	<p>Grade 9</p> <p>SOME TEACHER ACTIVITIES</p>	<p>ASSESSMENT</p>
<p>5. Hold a series of class debates that examines tensions between local and returning residents and issues discussed at #4. Make use of related radio programmes</p> <p>OR</p> <p>Hold a panel discussions and write returnees and locals to participate</p> <p>6. Do case studies, then hold class discussions/share personal experiences via creative writing of short stories poems and songs to explore issues and concerns selected from content guidelines of the unit. Draw conclusions and make suggestions.</p> <p>7. Continue series of debates by addressing the issue of religion and patriotism, particularly perceptions held by specific religious groups.</p> <p>8. Examine magazines and newspaper/to speak to employed persons including he self-employed to gain insights into and learn respect for all honest and legal forms of occupation.</p>	<p>5a. Give debating guidelines</p> <p>b. Adjudicate debate(s)</p> <p>c. Monitor panel discussion(s)</p> <p>6a. Giving guidelines/ encouraging self-expression and problem-solving</p> <p>b. Imparting positive relating to issues explored</p> <p>7a. Maintaining student objectivity during the preparation for/actual debating process.</p> <p>b. Guiding adjudicating process.</p> <p>8-9 Clarification of attitudes and values involved through spontaneous interaction with students reassigned tasks.</p>	<p>5. Ideas propound in debate(s) ; oral responses made during panel discussion(s)</p> <p>6. Creative pieces prepared</p> <p>7a. Peer assessment of ideas propounded during debate.</p> <p>b. Responses of ono-debating class members.</p> <p>8. Written responses.</p>

<p style="text-align: center;">Grade 9</p> <p style="text-align: center;"><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p style="text-align: center;"><u>SOME TEACHER ACTIVITIES</u></p>	<p style="text-align: center;"><u>ASSESSMENT</u></p>
<p>9. Case studies cont'd.: Examine specific instances of the effects of illegal/legal migration on the structure of the society. (Include Social and Family Life) Discuss effects on religious, social and moral framework. Construct a chart to show how these different elements affect each other.</p> <p>10. <u>Class Project:</u> Compile multimedia collection of everyday manifestations of issues and concerns. Do follow-up on breaking news stories where possible and state how issues were resolved if they were. State what religious reactions there were, if any, and/or explain the perspective of each religious group under study. Offer suggestions for alternative behaviours. In groups, decide on possible solutions, using suggestions submitted.</p>	<p>9. Clarifying attitudes and values involved through spontaneous interaction with students re assigned tasks.</p> <p>10. Discussing with students some criteria for peer assessment. Constructing/ reproducing assessment sheets which include their suggestions.</p>	<p>9. Chart showing inter-relationships. Peer assessment of solutions to problems discussed</p> <p>10. Peer assessment of solutions to problems discussed.</p>
<p>11. Continue making entries in portfolios and offer solutions to problems discussed.</p>	<p>11. Discussing with students criteria for peer assessment. Constructing/reproducing assessment sheets which include their suggestions.</p>	<p>11. Peer assessment of solutions to problems discussed</p>

<u>GRADE 9</u>	<u>SOME SPECIFIC OBJECTIVES</u>
<u>THEME: Stewardship</u> <u>TERM THREE</u> Unit V Topic: Corporate Stewardship <u>Sub-topic: Caring for the Natural World</u>	<u>KNOWLEDGE</u> Define and use correctly the concepts listed. <ul style="list-style-type: none"> ▪ Become sensitive to and knowledgeable about local and global issues and concerns relating to the natural world. ▪ Give reasons for neglect or abuse/misuse of the environment and its resources. ▪ Explain why religious groups emphasize caring for the environment. ▪ Outline some benefits of caring for the environment. ▪ Suggest ways in which they may actively become engaged in corporate activities to care for their immediate environment.
<u>CONCEPTS</u> <ul style="list-style-type: none"> ▪ Pollution ▪ Waste disposal ▪ Short term/long term effects ▪ Care ▪ World ▪ Natural world ▪ Mother Nature ▪ Conscience ▪ Environment ▪ Science ▪ Obedience ▪ Disobedience ▪ Destruction ▪ Preservation/conservation ▪ Creation ▪ Creator ▪ Global effects ▪ Ecology ▪ Green Issues ▪ Radiation ▪ Threat ▪ Extinction ▪ Purpose ▪ Meaning ▪ Selfishness ▪ Greed ▪ Materialism ▪ Economic stability ▪ Comfort ▪ Sovereignty ▪ Harmony ▪ Cause and effect ▪ Sacredness of Nature ▪ Custodianship 	<u>SKILLS</u> <ul style="list-style-type: none"> • Examine and compare the teachings and practices concerning the care of the environment which are adhered to by major religions and indigenous religious groups in Jamaica. • Evaluate their own standpoints regarding concepts and content explored relating to the care of the natural world. • Identify situations within the environment, the remedy of which requires corporate stewardship. • Compile and summarize basic teachings/principles common to different religious groups. • Develop the ability to use effective morally and socially acceptable methods to call attention to areas of neglect within the local and national environment. <u>ATTITUDES</u> <ul style="list-style-type: none"> ▪ Develop and maintain a sense of wonder and curiosity about the world. ▪ Explore the relationship between human beings and the environment, and how religious beliefs affect their attitudes towards the environment. ▪ Explore and describe a variety of feelings which lie at the heart of environmental abuse. ▪ Suggest a variety of ways in which a positive attitude to the environment may be/is being encouraged within the local, national and global community. ▪ Examine ways in which one's family, friends or the media, etc. may influence one's attitude to and daily decisions regarding the care of the natural world. ▪ Develop a sense of personal and corporate ownership of, pride in, appreciation of and desire to care for the physical environment. ▪ Be willing to engage individually and corporately in caring for their immediate surroundings, as well as the wider environment.

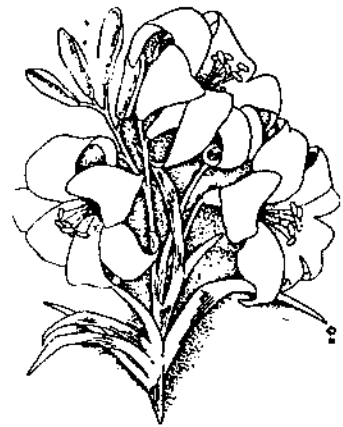
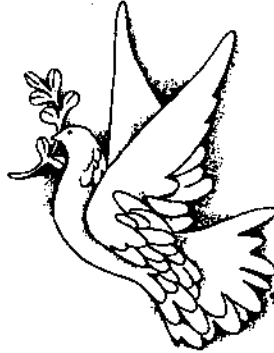
GRADE 9

CONTENT

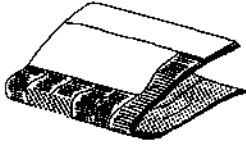
- What is the natural world?
- Local and global issues and concerns relating to a the natural world.
- What pollutes air and water, and why.
- Waste disposal: garbage, sewage, nuclear waste, radiation, smog, industrial waste, deforestation, soil erosion, etc.
- Caring for protected and/or endangered species
- What some world religions say about caring for the environment.
- General summary of principles/teachings common to world religions re personal and corporate stewardship.

POSSIBLE INFUSION

- Science
- Social Studies
- Language Arts



<p><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p>Grade 9</p> <p><u>SOME TEACHER ACTIVITIES</u></p>	<p><u>ASSESSMENT</u></p>
<ol style="list-style-type: none"> 1. Write what they know about a particular Religious Education topic; share it with one another in groups. 2. <u>Class project:</u> <ul style="list-style-type: none"> • Construct a "Monopoly" or "Snakes and Ladders"-type game in groups. <u>Option:</u> Do a wall-mounted version. • Tailor objectives/content to fit the game(s) constructed. • Have students help construct questions/activities for the games, then do research to find answers in order to play, or vice versa. 3. <u>EITHER:</u> Do role play/characterization of persons/professionals involved in environmental preservation or destruction to show why they do. <u>OR:</u> 4. Invite persons to class (e.g., garbage collector) to share pointers/experiences re environmental cleanliness. Administrators in religious or other organizations such as Metropolitan or other Parks and Markets officers may share a typical day of administration of environmental clean-up. 	<ol style="list-style-type: none"> 1. Facilitating research, and class activities. <ul style="list-style-type: none"> • Keeping anecdotal records. • Providing craft supplies for relevant class activities. • Assessing projects and other class activities. • Constructing items for written examination. 	<ol style="list-style-type: none"> 2. Class project re care of the environment. <ul style="list-style-type: none"> • Teacher/student constructed questions. • Oral responses. 3. Characterization/role play.

<p style="text-align: center;">Grade 9</p> <p style="text-align: center;"><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p style="text-align: center;"><u>SOME TEACHER ACTIVITIES</u></p>	<p style="text-align: center;"><u>ASSESSMENT</u></p>
<p>5. Research the beliefs, views and activities of religious groups re care of the environment. Compare the activities of municipal bodies with those of religious bodies and display in illustrated form in individual workbooks.</p> <p>6. Have a class newspaper in which matters of environmental interest are seen through the eyes of different religious groups and published in this format on a regular basis. May be distributed to the school community or mounted on a notice board.</p> <p>7. Case studies involving everyday situations faced by garbage collectors, municipal personnel. Religious resource persons, students themselves (e.g., examine trends in the disposal of waste at school or how religious buildings and their environs are maintained.</p> <p><u>EITHER:</u></p> <ul style="list-style-type: none"> • Offer suggestions/make a plan for possible improvement or maintenance. <p><u>OR:</u> Examine good practices and suggest how they may be applied on a wider scale.</p> <p>8. Pool ideas from other Grade 9 students of nearby schools and hold a symposium or display of work on the environment.</p>		<p>5. Displays in individual workbooks.</p> <p>6. Articles in class newspaper.</p> <p>7. Case studies/ suggestions/ plan for improvement or maintenance.</p> <p>8. Symposium/display of work/written examination.</p>

<p><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p>Grade 9</p> <p><u>SOME TEACHER ACTIVITIES</u></p>	<p><u>ASSESSMENT</u></p>
<p>Learn from each other, then take a final test on the unit.</p> <p>9. Field trips to examine physical features/existing conditions, and the care of animals in captivity, or those roaming free. Deduce what constitutes proper care of animals and make suggestions (e.g. visit CASE, the zoo, an establishment run by a religious organization; or interview a farmer on location or in class). Take photographs or draw/tape interview or otherwise record findings and deductions.</p> <p>10. Make a poster to illustrate ways in which members of the class could play a part in caring for the environment.</p> <p>11. Conduct debate using the moot: "Be it resolved that endangered and/or protected species which pose a threat to human or other forms of life be not allowed to live."</p>	<p>9. Supervising field trips and other related activities.</p> <p>10. Encouraging creative ideas. Providing craft materials.</p> <p>11. Giving guidelines for adjudicating debate.</p>	<p>9. Oral or written observations and deductions; photographs or drawings.</p> <p>10. Posters.</p> <p>11. Teacher/peer assessment of debate.</p>
<p><u>General summary of Grade 9:</u></p>		
<p>12. Share voluntarily from journals in a class/whole school setting.</p> <p>13. Videotape proceedings and edit for reference/storage in library.</p> <p>14. Project: Do an audiotape (re religions and the environment) for distribution in schools and/or airing on popular children's radio programmes.</p>	<p>12. Encouraging, but not insisting on sharing of personal impressions from journals.</p> <p>13. Giving guidelines or seeking assistance from competent persons.</p> <p>14. Giving guidelines or seeking assistance from competent persons.</p>	<p>13. Reference videotape.</p> <p>14. Documentary/audiotaped "magazine" programme.</p>

<p>15. Have a regular environmental awareness slot during school Assembly or in the community through the PTA.</p> <p>16. Evaluate school environment for strengths/weaknesses and put suggestions for improvement in a box. Choose which ones they want to be responsible for doing. Assess own progress.</p>	<p>15. Spearheading or delegating this responsibility to competent students. Keeping records.</p> <p>16. Providing guidance for the evaluation; arranging for the suggestion box; providing self-assessment sheets. (See <i>"At the Heart"</i> pp. 22 & 23.)</p>	<p>15. Oral and written responses; anecdotal records; students' self-assessment.</p> <p>16. Oral and written responses; anecdotal records; students' self-assessment.</p>
--	--	---



GRADE 9

THEME: Stewardship

TERM THREE

Unit VI

Topic: Some Conclusions
About Stewardship

CONCEPTS

- Unselfishness
- Selfishness
- Self-centeredness
- Egotism
- Self-respect
- Self-discipline
- Self-analysis
- Commitment
- Sensitivity
- Principles
- Betterment
- Integrity
- Personality development
- Character
- Community welfare
- Goals/objectives
- Personal best/full potential
- Personal contribution
- Outlook
- Healthy conflict/healthy competition
- Cooperation
- Process
- Achievement
- Acceptance
- Tolerance
- Productivity
- Recognition/appreciation
- Justice/fair-play
- Foresight

SOME SPECIFIC OBJECTIVES

KNOWLEDGE

- Define and use correctly the concepts listed.
- Explore how beliefs contribute to personal identity.
- Review the key teachings and practices concerning personal and corporate stewardship which are adhered to by religious groups under study.
- Examine how people make moral decisions, and how daily life is influenced by teachings, sacred texts, religious leaders, etc.
- Explore and outline what pupils as well as believers within religious groups consider to be of ultimate value.

SKILLS

- Develop the ability to express personal beliefs and feelings through music, dance, visual arts, drama and creative writing.
- Evaluate their learning experiences re personal and corporate stewardship.
- Develop the ability to apply facts and principles learned to specific situations.
- Evaluate their own standpoints regarding the concepts and content explored about personal and corporate stewardship.
- Develop the ability to use effective and socially acceptable methods to help to remedy problems about which they feel concern.
- Evaluate the claims which both religious and non-religious groups classify as truth.
- Draw reasoned conclusions about justice and fairness.
- Readily identify social and moral evils as these express themselves in their own daily experiences.
- Evaluate their present stage of moral, spiritual, social, physical and emotional development and set worthwhile, achievable short and long term goals.
- Begin to effectively implement short and long term goals.
- Recognize the times when there is wisdom in giving in to others' wishes, demands, points of view or expectations – and do so graciously.

ATTITUDES

- Continue to develop sensitivity to local and global issues and concerns relating to personal and corporate stewardship.
- Develop a strong sense of responsibility, accountability and moral scrupulousness regarding their own welfare, that of others and of the environment.
- Develop the ability to persist against great odds in order to achieve worthwhile goals.
- Develop a mature sense of personal worth and value.

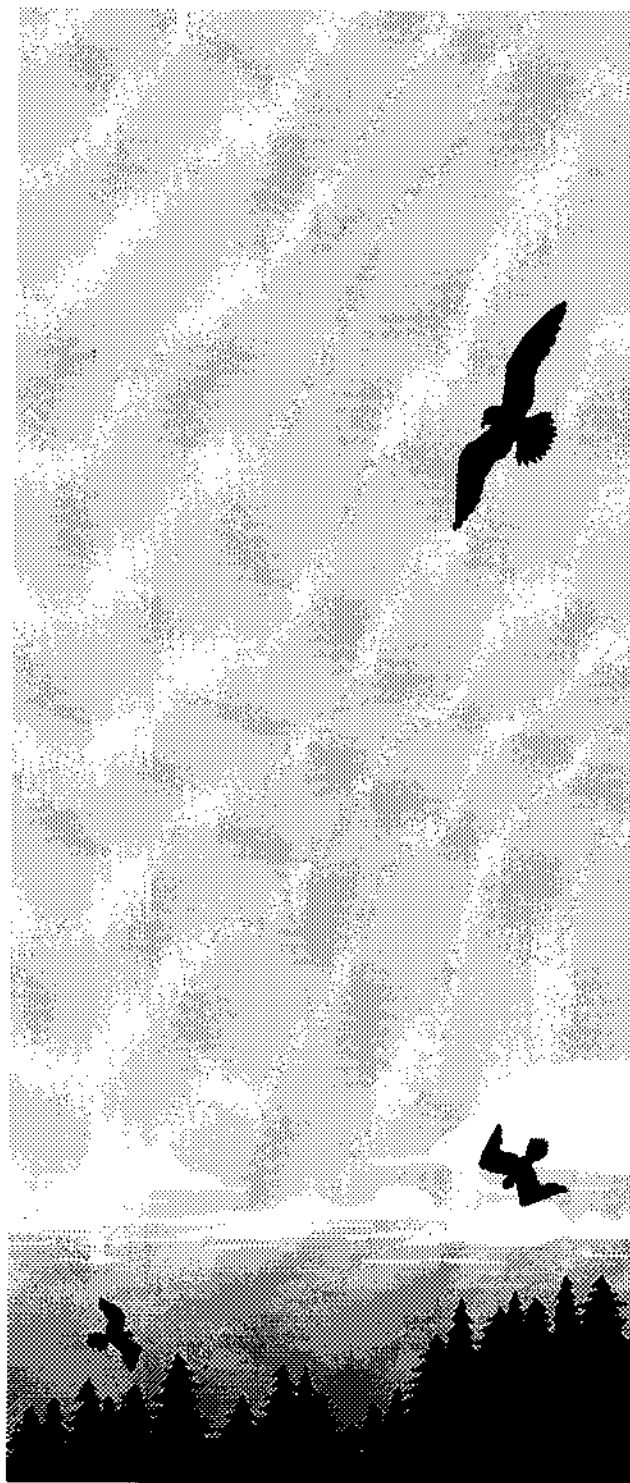
GRADE 9

CONTENT

- Definition of Concepts
- Review of general summary of principles/teachings/practices common to world religions re personal and corporate stewardship.
- Summary of personal impressions formed, views developed, decisions taken re:
 - A. Use of personal human resources including: adaptability, use of talent, leadership ability, experience, relational/interpersonal and job skills.
 - B. Use and care of natural and corporately owned resources, (e.g., time, money, taxes, donations, corporate funds etc.) maintenance of buildings/of law and order, use and care of the natural environment.
 - C. Exercise of personal stewardship in the context of the wider community.

POSSIBLE INFUSION

- Language Arts
- Resource & Technology (Business Basis Module)
- Social Studies



<p style="text-align: center;"><u>SOME SUGGESTED LEARNING ACTIVITIES</u></p>	<p style="text-align: center;"><u>Grade 9</u></p> <p style="text-align: center;"><u>SOME TEACHER ACTIVITIES</u></p>	<p style="text-align: center;"><u>ASSESSMENT</u></p>
<ol style="list-style-type: none"> 1. Attempt to individually define concepts of the unit using previous knowledge. Discuss the appropriateness of these attempts and try to improve on these definitions. 2. Give practical examples of these concepts in both religious and non-religious situations in the media and elsewhere. Suggest how they themselves may <ol style="list-style-type: none"> a) apply the positive concepts b) avoid the negative ones 3. Use worksheets to present arguments for and against statements which they have made about issues, (e.g., <i>At The Heart</i>, p. 79 See Appendix). 4. Making moral decisions (based on their own value judgements) about several actual or fictitious situations presented. (See <i>At The Heart</i> pp. 73-77) 5. Go on a reflective journey to reflect on entire year's activities (pp. 26-7 of <i>At The Heart</i>). EITHER <ul style="list-style-type: none"> • Use music, art, questioning and recall etc. to examine what they have learnt and what their own conclusions and perceptions now are – all in the context of concepts listed for unit: i.e.- Recap Unit I overview on personal and corporate stewardship and put in perspective of year's work. OR: Do audio taped reflections. 	<ol style="list-style-type: none"> 1. Facilitating infusion of concepts and content into other subject areas. Clarifying concepts. <ul style="list-style-type: none"> • Inviting teachers from other subject areas to be involved in class discussions where possible. 2. Facilitating infusion of concepts and content into other subject areas. Clarifying concepts. <ul style="list-style-type: none"> • Inviting teachers from other subject areas to be involved in class discussions where possible. 3. Providing worksheets. 4. Constructing checklist/keeping records. <ul style="list-style-type: none"> • Providing worksheets. 5. Setting tone for reflective journey. <ul style="list-style-type: none"> • Assessing reflections. 	<ol style="list-style-type: none"> 2. Oral responses. 3. Written responses. 4. Checklist, anecdotal records, responses on worksheets. 5. Oral responses re journey; music, art, taped reflections.

APPENDICES

CONTEMPORARY ETHICAL AND MORAL ISSUES FACING SOCIETIES

The teacher of Religious Education must be cognizant of moral and ethical issues which affect the everyday lives of people in society today. Every religion/religious group has an ethical/moral code which has been developed in response to these issues. It is therefore necessary to identify these, as it is inevitable that students will raise them in one form or another during classes.

Following is a list of many of the issues which may arise:

A. Marriage and Family:

1. Concubinage – Faithful and Otherwise
2. Divorce
3. Child abuse
4. Spousal abuse
5. Physical abuse
6. Verbal abuse
7. Emotional/psychological abuse
8. Sexual abuse/incest
9. Premarital sex/celebrity/chastity
10. Extramarital relationships/Sex
11. Street children/homeless persons
12. Vagrancy
13. Contraception/birth control
14. Inter-religious and arranged marriages
15. Homosexuality, lesbianism, same sex marriages
16. Promiscuity
17. Male/female prostitution
18. Submission of the woman
19. Adoption
 - Should the child know?
 - If so, how and when should the child be told?
 - Treatment of the child

20. Abandoning children
21. Children given away children
22. Infanticide
23. Persons with disabilities

B. Medical Issues:

1. The technology of birth
 - Cloning
 - Test tube babies
 - Artificial insemination
 - Surrogate mothers
 - Fertility pills
2. The actual stage at which human life begins.
3. Abortion
 - Statistics
 - Health risks to mother and surviving child
 - Potential disabilities
 - A woman's right to choose
4. Organ transplants
5. Donating of limbs and organs to medical research
6. Euthanasia
7. Vivisection, animal rights
8. Sexually transmitted diseases
9. Availability of medical care for the poor

C. The Natural World

1. Global warming/Greenhouse Effect
2. Acid rain
3. Pollution/Radiation/Nuclear waste etc.

4. Rainforests/deforestation
5. Natural Disasters/Disaster preparedness
6. Poaching/Destruction of endangered species
7. Overfishing
8. Business practices and the environment

D. Ethics and Society:

1. Ageism
2. Racism
3. Sexism
4. Marginalization
5. Wealth and poverty/inequity of the distribution of wealth; attendant suffering.
6. Work, wealth, leisure and proper use of time
7. Honesty and dishonesty
8. Crime, violence and punishment/capital punishment
9. War and Peace
10. Human rights
11. Substance abuse
12. Treatment of those with disabilities
13. Sanctity of life/respect for life and property
14. Ethical implications of migration
15. Waste
16. Bullying
17. Reckless driving
18. Religion and patriotism
19. Carnival/dance hall music and lifestyle
20. Dress codes
21. Substance abuse/addiction/peddling

TEACHER RESOURCES

1. African Caribbean Religion and Christianity: At the Crossroads: Ed. by Sankeralli, Burton . Cariflex.
2. Al Faruqi, Ishma'il, Islam: International Graphics, 1985.
3. Ashraf, Syed Ali. World Religions: Islam: Stanley Thornes, 1991.
4. Bartlett, Cynthia. Resourcing R.E: Stanley Thornes.
5. Bently, James & Audrey. The Life and Teaching of Jesus: Longman, 1986.
6. Bogle, Niall. The Challenge of God 2nd Ed.: Gill & Macmillan.
7. Chappel, K.R. Investigating Belief In God: A Resource Book For Discussion: Edward Arnold, 1985.
8. Cole, Owen Spirituality in Focus: Heinemann.
9. Cole, Owen W. Examining Religions: Moral Issues in Six Religions: Heinemann.
10. Cole, Owen W. World Religions: Stanley Thrones.
11. Collinson, Celia & Campbell Miller. Milestones: Rites of Passage in a Multi-Faith Community. Hodder & Stoughton.
12. Duckworth, Ruth. The Gospel In The Making: A Study of Mark, Matthew and Luke Macmillan Education Ltd., 1987.
13. Evans, D. Byron. World Religions and Beliefs: Macdonald Educational Ltd. 1980.
14. Faruqi, Isma'il Raji al. Tawhid: Its Implications for Thought and Life: The International Institute of Islamic Thought, 1982.
15. Fisher, Jonathan. Interface. Essential life issues explored through contemporary fiction: Lion Educational. 1986.
16. Geldart, Anne. Examining Religions Foundation Editions (Series 1-3): Heinemann.
17. Grice, Phil. Active Resources for Christianity Bks. 1&2 : Heinemann.
18. Grimmitt, Michael. Religious Education and Human Development: McCrimmon Publishing Co. Ltd., 1987.
19. Grimmitt, Michael. What Can I Do In R.E.? Mayhew – McCrimmon, 1973.
20. Grower, Ralph. Frontiers: Lion Book 1987.
21. Hasted, Sue & Geoff Teece. Living Questions: Stanley Thornes.
22. Jacobs, C.M. Joy Comes in the Morning - Elton George Griffith and the Shouter Baptists: Caribbean Historical Society.

23. Jacobsen, David, et. al. Methods For Teaching: A Skills Approach: Bell & Howell Co., 1981.
24. Jenkins, Joe. Contemporary Moral Issues: Heinemann, 1992.
25. Jenkins, Joe. Ethics and Religion: Heinemann.
26. Keene, Michael. Living Faith: Stanley Thornes.
27. Keene, Michael. The Christian Experience: Living Faith: Stanley Thornes.
28. Langtree, Graham. At the Heart: Stanley Thornes, 1997.
29. Logan, John, et al. Dimensions in Religion (series 1-3): Nelson.
30. Logan, John, et al. Dimensions in Religion. Teacher's Resource Book, Nelson.
31. Lovelace, Ann & Joy White. Beliefs, Values and Traditions: Heinemann.
32. Lovelace, Ann & Joy White. Beliefs, Values and Traditions: [Resource and Activity File; Hinduism]: Heinemann.
33. Lynch, Sally. Faith in the Community: Hodder & Stoughton.
34. Mayled, Jon. People and their God: Nelson.
35. Moral Issues In Six Religions, Ed. W. Owen Cole. Heinemann, 1991.
36. O'Donnell, Kevin. Biting the Moral Bullet: Hodder & Stoughton.
37. O'Donnell, Kevin. Jesus: A New Approach: Hodder & Stoughton.
38. Parrinder, E.G. A Book of World Religions: Hulton Educational Publications. 1985.
39. Photopacks – R.E. Posters and Photographs: Folens.
40. Pilkington, C.M. Judaism: An Approach for GCSE: Hodder & Stoughton.
41. Ramsawak, R. Human Values For Today & Tomorrow: City Printers, 1995.
42. Rankin, John et al. Ethics and Religion: Longman, 1992.
43. Read, Rudge & Howarth, How Do I Teach R.E?: Westhill Project R.E. 5-16., Stanley Thornes & Hulton. 1990.
44. Richards, Clare. Basic Issues – A Christian View: Nelson.
45. Richards, Clare & Hubert. Christianity: Nelson.
46. Robertson, Elaine. Caribbean Family Life: Cambridge University Press. 1987.
47. Rowe, Don. Citizenship for All: Stanley Thornes.
48. Simmonds, David. Believers All: Nelson.
49. Smart, Ninian. The Religious Experience of Mankind: Collins, 1969.
50. Smith, Linda. All About Living: A Teacher's Guide: Lion Educational 1986.

51. Teaching Human Sexuality In Caribbean Schools: A Teacher's Handbook:
International Planned Parenthood Federation, 1984.
(Prepared for the Caribbean Family Planning Affiliation)
52. Teaching World Religions: A Teacher's Handbook Produced by the SHAP Working
Party on World Religions in Education: Ed., Erricker, C. Heinemann, 1993.
53. The Message of the Bible: Ed. Keeley, Robin et. al. : Guideposts 1988.
54. Thompson, Jan & Mel. The Many Paths of Christianity: Hodder & Stoughton.
55. Thompson, Jan. The Christian Faith and its Symbols: Hodder & Stoughton.
56. United Congregation of Israelites: Prayers, Meditations and Order of Services.
Compiled and ed. by de Souza, Ernest H.: Stephenson's Litho Press Ltd.
57. Windsor, Gwyneth & Windsor, Helen. ICT Activities for R.E. (CD-ROM &
Workbook): Heinemann.
58. Windsor, Gwyneth. Investigating World Religions CD-ROM Series 1-2 Heinemann.
59. Wintersgill, Barbara. Christianity: A Living Faith: Macmillan, 1989.
60. Wright, Chris. Values for Today: Heinemann.

LEARNING RESOURCES

Human resources (counsellors, students, nurses, clergy, medical professionals)

Ministry of Health

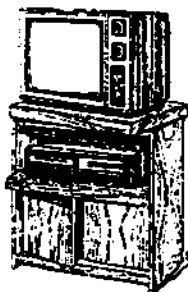


Newspaper clippings

Embassies for cross-cultural resource material



Books/libraries



Technology eg. Camera, internet and CD ROM, audiovisuals

Writing a Lesson Plan

The following steps are useful in breaking down a term's work into lesson plans.

1. **Examine the Scope and Sequence.** Break down a term's work into manageable segments based on the:
 - a) number of units and weeks in the term
 - b) number of classes per week
 - c) length of a class period
 - d) capabilities of students.
2.
 - a) Choose a unit and a topic.
 - b) Identify a set of general unit aims and objectives to correlate with these (pages 14-18).
3. **Examine the content and learning activities of the unit to determine a manageable amount for a 40-minute class.** Jot down this information.
4. **From the unit, choose related objectives for the lesson and add any others that necessary.**
5. **Choose related concepts.**
6. **Choose a title for the lesson based on the above steps.**
7. **Jot down information from steps 4-6 in note form.**
8. **Again, examine the content column and learning activities.** Outline information to be taught; include brief definitions/descriptions of concepts/key words.
9. **Transfer the above information to a blank lesson plan form.** (A sample is included in the Appendices.)
10. **In the Learning Activities column, scale down or increase difficulty of stated activities and include these to meet the special needs of the challenged and/or the gifted child/children where appropriate.**
11. **Fill in Teacher Activities, Assessment Strategies, Output and Resources columns based on the Learning Activities column.**
12. **Cross-check to see that these are aligned with stated aims and objectives.**
13. **Using the skills and attitudes objectives, list (in the appropriate columns) key words that sum up the focus of the lesson.**

Sample Lesson Plan

GRADE 7 TERM ONE UNIT I

Theme: Identity Topic: Introduction to R.E. Lesson Topic: Religion and Me. Duration: 40 Minutes

CONCEPTS	AIMS/OBJECTIVES	POSSIBLE INFUSION
<p>Religious Self Freedom Choice Belief Faith/Religion Conscience Emotion Tradition Experience Tolerance Prejudice Supreme Being/Deity</p> <p>CONTENT OUTLINE</p> <ul style="list-style-type: none"> Define/Describe the concepts listed above either when giving instructions about a class activity or during class discussion. Teacher should compile a list of definitions/explanations beforehand. 	<p>OVERALL AIM(S): (See pp. 14 - 18 of Guide)</p> <p>To create in students an awareness of their freedom of choice with respect to religious beliefs. (no. 5)</p> <p>OBJECTIVES:</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Define and use correctly the concepts listed. 2. Be aware that every individual is a spiritual being. 3. Recognize that every individual has a need to worship. 4. Examine the effects of religion on the formation of attitudes, values and beliefs. <p>Skills:</p> <ol style="list-style-type: none"> 1. Accurately derive meaning from religious language and make appropriate applications to daily life. 2. Ask and answer relevant questions precisely. 3. Classify and summarize information. 4. Demonstrate that they are creative, talented, and imaginative human beings. <p>Attitudes</p> <ol style="list-style-type: none"> 1. Show by their behaviour that they understand the (connection) between self and deity. 2. Show respect for points of view which may be different from those with which they are familiar. 3. Realize that every human being has a conscience, which needs to be exercised in dealing with one's fellow human beings, irrespective of religious persuasion. 	<p>Mathematics Social Studies Language Arts</p> <p>Skills Focus</p> <ul style="list-style-type: none"> Defining Applying/Making connections Questioning Answering precisely Classifying Summarizing Accuracy Analysis, Tallying Evaluation Recording/Reporting information <p>Attitudes Focus</p> <p>Respect Empathy Enquiry Open-mindedness Co-operation</p>

Sample Lesson Plan Cont'd

LEARNING ACTIVITIES	TEACHER ACTIVITIES	ASSESSMENT STRATEGIES	OUTPUT	RESOURCES/ RESOURCE PERSONS
A. For Typical Child/Children: (Stated in the Guide) 1. Carry out class survey to find out how many children: a) believe in God b) do not believe in God c) are not sure if they believe d) have other beliefs. 2. Use the information from the survey to draw a bar graph 3. Hold class discussion based on the survey. Give reasons for their views.	A. 1. Assisting students in formation of simple questions for survey. 2. Assisting students in use of tallying/information gathering to construct bar graph. 3. Asking questions to guide discussion. B. 1. Giving instructions re specific tasks and monitoring progress. 2-3. Same as above.	A, B, C: 1. Recorded information/ally 2. Bar graph(s) 3. Oral responses/ conclusions drawn from discussion.	(Use this column if there is a spin-off from assessment strategies.)	Classmates/ Schoolmates
B. For Challenged Child/Children: 1. Ask students sitting in front of, behind and beside him or her (4 persons) about (a-d) above. 2. Contribute this information to the process of making the class' bar graph. Help to draw graph if able. 3. Give reasons for their own views if able to do so.	2-3. Same as above.			
C. For Gifted Child/Children: 1. Conduct class survey of ONE other class and compare findings with those about his/her own class. 2. Use information to draw another bar graph. 3. Share findings with class as part of discussion. Try to draw conclusions.	C. 1. Giving guidance and monitoring progress. 2-3. Same as above.			

LEARNING ACTIVITIES	TEACHER ACTIVITIES	ASSESSMENT STRATEGIES	OUTPUT	RESOURCES/ RESOURCE PERSONS
A. For Typical Child/Children: (Stated in the Guide)	A.	A.	A.	
B. For Challenged Child/Children:	B.	B	B.	
C. For Gifted Child/Children:	C.	C.	C.	

Lesson Plan Form

Theme: _____ Topic: _____ Lesson Topic: _____ Duration: _____ mins.

CONCEPTS	AIMS/OBJECTIVES OVERALL AIM(S) see pp. 14 - 18 of Teachers' Guide	POSSIBLE INFUSION	
<p><u>OBJECTIVES:</u></p> <p><u>Knowledge:</u></p>		<p><u>SKILLS FOCUS</u></p>	
<p><u>Skills:</u></p>			<p><u>ATTITUDES FOCUS</u></p>
<p><u>Attitudes:</u></p>			
<p><u>CONTENT OUTLINE</u></p>			

STUDENT RESOURCES

1. Adshead, David. Examining Religions: St. Mark's Gospel: Heinemann Educational, 1990.
2. Aylett, J. F. Seeking Religion – The Christian Experience: Hodder & Stoughton.
3. Aylett, J. F. & R. D Holden-Storey. Seeking Religion – Jesus: Hodder & Stoughton.
4. Aylett, J. F. Seeking Religion – Signs, Symbols and Stories: Hodder & Stoughton.
5. Aylett, J. F. Seeking Religion – The Muslim Experience: Hodder & Stoughton.
6. Aylett, Liz. Seeking Religion – The Hindu Experience: Hodder & Stoughton.
7. Aylett, Liz. Seeking Religion – The Jewish Experience: Hodder & Stoughton.
8. Bennett, Olivia. Exploring Religion (Series 1-6) Acc. Teacher's Guide: Bell & Hyman.
9. Collinson, Celia & Campbell Miller. Milestones: Rites of Passage in a Multi-Faith Community: Hodder & Stoughton.
10. Collinson, Celia & Campbell Miller. Pilgrimages: Journeys from a Multi-Faith Community: Hodder & Stoughton.
11. Collinson, Celia & Campbell Miller. Celebrations: Festivals in a Multi-Faith Community: Hodder & Stoughton.
12. Cole, W. Owen (ed) Discovering Sacred Texts. (Series, 6) Heinemann, 1993.
13. Evans, D. Byron. World Religions and Beliefs: Macdonald Education Ltd. 1980.
14. Evans, Susan and John McMahon. Examining Work: (Series Editor: Sue Penney): Heinemann, 1993.
15. Fageant, J. and S.C. Mercier. Skills in Religious Studies (Books 1-3): Heinemann Educational Books, 1989.
16. Festivals of the World (Series) [Israel & India] Heinemann.
17. Forta, Arye. Examining Religions: Judaism: Heinemann Educational, 1995.
18. Geldart, Anne. Examining Religions: Foundation Editions (Series 1-3) Heinemann.
19. Gray, Ian and McFarlan, Donald M. Search. The Christian Experience (2nd ed.): Blackie & Sons Ltd., 1989.
20. Grice, Phil. Active Resources for Christianity Bks. 1 & 2. Heinemann.
21. Hasted, Sue & Geoff Teece. Living Questions: Stanley Thornes.
22. Holden-Storey, R. D. Seeking Religion - What's Special: Hodder & Stoughton.

23. Hopkins, John. Country Studies [India & Italy] :Heinemann.
24. Hughes, Richard. A Primary Religious Education Course (Bks. 1-4) Acc. Teacher's Book: Oxford University Press, 1988.
25. Jenkins, Joe. Examining Religions: Contemporary Moral Issues: 3rd Edition Heinemann Educational, 1992.
26. Jenkins, Joe. Examining Religions: Christianity. Heinemann Educational, 1995.
27. Jenkins, Joe. Introducing Moral Issues: Heinemann Publishers, 1994
28. Johnston, Marianne. Let's Talk About – When a Pet Dies: Heinemann.
29. Kamm, Antony. The Story of Islam: Cambridge Dinosaur Publications Ltd., 1983.
30. Keene, Michael. This is Christianity Bk. 1: Stanley Thornes.
31. Keene, Michael. The Christian Experience: Living Faith: Stanley Thornes.
32. Keene, Michael. Living Faith: Stanley Thornes.
33. Keene, Michael. New Steps in Religious Education (Books 1-3) Stanley Thornes. 1991.
34. Kirkwood, Robert. If I were God, I'd Say Sorry: Hodder & Stoughton.
35. Maqsood, Ruqaiyyah Waris. Examining Religions: Islam: Heinemann Educational, 1995.
36. O'Donnell, Kevin. Jesus: A New Approach: Hodder & Stoughton.
37. Patston, A.G. A Visual Background to the Bible: Religious Education Press, 1982.
38. Pedersen, Ted & Francis Moss. Internet for Newbies: Heinemann.
39. Penney, Sue. Discovering Religions (Series 1-6): Heinemann, 1995.
40. Penney, Sue. Examining Social Issues: Environmental Issues (Series 1-6) Heinemann, 1993.
41. Read, Garth and John Rudge: The Westhill Project R.E. 5-16: Muslims (Series 1-4): Mary Glasgow Publishers. 1988.
42. Richards, Clare. Examining Religions: Roman Catholic Christianity: Heinemann Educational, 1995.
43. Robson, Geoff. Interpreting Religions: Christians: Heinemann Educational, 1995.
44. Self, David. Foundations of Faith: The Macmillan Religions Education Course Bk. 1: Macmillan Publishers. 1987.
45. Smith, Linda and Isobel Vale. Work and the World: Lion Educational, 1988.

46. Smith, Linda. All About Living, Bks. 1-4: Lion Publishing 1986.
47. Sweetman, Chris & Micle McKearney. Christian Spirituality: Stanley Thornes.
48. Symmons, Dave. This is Hinduism: Stanley Thornes.
49. Taking Action Series:- Help the Aged: Greenpeace; Shelter. Heinemann
50. Thompson, Jan. The Old Testament through Story and Symbol: Hodder & Stoughton.
51. Thorley, Sarah. Christianity in Words and Pictures. Religious and Moral Education Press.
52. Thorley, Sarah. Judaism in Words and Pictures. Religious and Moral Education Press.
53. Wayne, Elizabeth, et al. Hindus: Heinemann Educational, 1996.
54. Weitzman, Elizabeth. Let's Talk About - Aids: Heinemann.
55. Weitzman, Elizabeth. Let's Talk About - Your Parent's Divorce Heinemann.
56. Weitzman, Elizabeth. Let's Talk About – When a Parent Dies: Heinemann.
57. Whiting, Roger. Religions for Today: Stanley Thornes Publishers Ltd., 1991
58. Williams, Bernard. One World: Many Issues: Stanley Thornes.
59. Windsor, Gwyneth & Windsor, Helen. ICT Activities for R.E. (CD-ROM & Workbook): Heinemann.
60. Windsor, Gwyneth and John Hughes. Exploring Christianity: The Bible and Christian. Heinemann Educational, 1990. (Series)
61. Windsor, Gwyneth and John Hughes. Christian Life, Personal & Social Issues: Heinemann Educational, 1991.
62. Windsor, Gwyneth and John Hughes. Worship and Festivals: Heinemann Educational, 1990.
63. Windsor, Gwyneth. Investigating World Religions: CD-ROM Series 1-2: Heinemann.
64. Wright, David & Jill. Philips Children's Atlas: Heinemann.