



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

**CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES**

**FAMILY AND  
RELIGIOUS STUDIES  
SECONDARY SCHOOL LEVEL  
FORMS 1-4  
2015-2022**

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**TEACHER'S GUIDE**

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- The National Family and Religious Studies panel
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<b>CONTENTS</b>	<b>PAGE</b>
Acknowledgements	2
Introduction	4
Aims	4
Critical Documents	5
Syllabus Interpretation	10
Scheme of work	15
Lesson plan	17
Record keeping	18
Curriculum Delivery	19
Scope of the guide	23
Conclusion	25

## 1.0 Introduction

This Teacher's Guide assists the teacher in handling the Family and Religious Studies Form 1 – 4 learning area. It seeks to develop a critical reflection of the socio-economic and political issues, religious tolerance and initiative in terms of formulating ideologies that help in transforming the learners to contribute to sustainable development. This Teacher's Guide will lead learners to grow into a mature relationship with religious and moral thinking and practice.

This guide is divided into two parts. Part A of the guide focuses on the critical documents that you as a teacher must have in the course of curriculum delivery for Family and Religious studies. Part B of the guide focuses on the curriculum delivery on the content which is the objectives, methodology, instructional materials, class management and assessment.

A thorough study of this guide will assist you, the teacher, to have ideas on how to properly teach curriculum content on the 2015-2022 Secondary School (forms 1-4) Family and Religious Studies learning area. This guide makes it easy for you to interpret the syllabus and prepare learning experiences for the learners' in your custody at the school where you are teaching.

To enhance your understanding of the Family and Religious Studies learning area, it is very important that as a teacher, you read through the given guidelines thoroughly.

## 1.1 Aims

**This Teacher's Guide aims to assist you to:**

- Translate the national syllabuses into meaningful and functional school syllabuses, schemes of work and record books
- Prepare relevant daily teaching notes
- Appreciate the need to keep and maintain useful, comprehensive and up to date class records
- Use relevant teaching and learning materials in the delivery of your lessons
- Use effective teaching techniques suitable for the subject and level of learners
- Demonstrate skills of setting reliable and valid tests / examination questions
- Design appropriate strategies for problem solving
- Manage your class effectively
- Be resourceful
- Guide learners to study effectively on their own
- Objectively evaluate your own teaching and the learners' progress.s

## **PART A: CRITICAL DOCUMENTS**

### **Introduction**

As a teacher you need to have access to the critical documents in order to deliver the curriculum effectively. The following documents should be at your disposal:

- Curriculum Framework
- National Syllabus for Family and Religious Studies
- School syllabus for Family and Religious Studies
- Schemes of Work/Scheme Cum Plan
- Lesson Plans
- Records
- Register of Attendance

### **RATIONALE**

As the facilitator of the Family and Religious Studies learning area, you should focus on the study of the respective historical backgrounds, beliefs and practices, practitioners, rites and rituals of selected religions in Zimbabwe and their impact on an individual, family, local, national and global communities respectively. The learning area facilitates the respect for human dignity and diversity. Family and Religious Studies is significant in the development of Unhu/Ubuntu/ Vumunhu, social responsibility and a sense of sound ethical norms from other religions. The learning area also leads to the understanding of the role of religion in the formulation of appropriate ideologies that may help motivate, propel and sustain development.

### **OBJECTIVES**

As the facilitator you should be able to:

- promote the religious and moral development of the learner
- foster an understanding of the importance of belonging to a family, religion and community as a whole
- enable the learner to appreciate religious and cultural diversity in Zimbabwe
- integrate the concept of Unhu/Ubuntu/Vumunhu with various religious beliefs in shaping the character and behavior of the learner
- promote national heritage and identity
- develop the spirit of national consciousness and patriotism
- enable the learner to appreciate the value and dignity of hard work and teamwork for sustainable development through their respective religions
- enable the learner to appreciate the impact of technology on religion and moral values

## Unit 1:

### Curriculum Framework for Primary and Secondary Education 2015-2022

This is a policy document that outlines underpinning principles, national philosophy, learning areas, the description and expectations of MOPSE at policy level. It prescribes what the government expects you to deliver as you go about your duties. You should therefore be familiar with the document. It also informs you where Family and Religious Studies as Learning Area is entails.

It is important for you to familiarize with the curriculum framework for Zimbabwe Primary and Secondary Education 2015-2022.

### Key Elements of the Curriculum

**Vision:** To be the lead provider and facilitator of inclusive quality education for socio – economic transformation by 2020

**Mission:** To provide equitable, quality, inclusive and relevant infant, Junior and Secondary Education.

### Principles underpinning the curriculum

The Ministry of Primary and Secondary Education cherishes the following principles: inclusivity, life-long learning, equity and fairness, gender sensitivity, respect (Ubuntu/Unhu/Vumunhu), responsiveness, balance, diversity, transparency and accountability.

### Pillars of the Curriculum

The Curriculum Framework for Primary and Secondary Education, 2015 – 2016, is underpinned by five pillars namely:

1. The legal and regulatory framework
2. Teacher capacity development
3. Teacher professional standards
4. Infrastructure development and
5. The centre for education research, innovation and development (CERID)

### Aims

The Curriculum Framework is driven by the following aims:

#### 1. Promote and cherish the Zimbabwean identity in particular the following:

- Patriotism
- Awareness of heritage, history, culture and traditions
- Inter-cultural understanding and tolerance
- Self-respect and respect for others (Ubuntu/Unhu/Vumunhu)

#### 2. Prepare learners for life and work in a largely agro-based economy and an increasingly globalised and competitive environment, this is with respect to, inter alia:

- Life skills such as
- Team work
- Collaboration
- Negotiation
- Work and enterprise skills
- Personal development and Health
- Being open, receptive, assertive and optimistic

#### 3. Foster life-long learning in line with the opportunities and challenges of the knowledge society through:

- Learning-to-learn
- Embracing ICTs and e-learning
- Flexibility and adaptability
- Critical thinking and creativity

- Problem-solving

#### 4. Prepare learners for participatory citizenship, peace and sustainable development with respect to:

- Rights, duties and responsibilities
- Tolerance and mutual respect
- Management of diversity, differences and conflicts
- Preserving and protecting the environment and resources
- National unity

#### 5. Prepare and orient learners for participation, leadership and voluntary service through:

- Encouraging self-discipline and sense of achievement and fairness
- Fostering joy in serving others and the country
- Developing a sense of accountability and commitment to others
- Fostering a sense of responsibility, transparency and integrity
- Preparing for a vocation

### Principles underpinning the curriculum

The Ministry of Primary and Secondary Education cherishes the following principles:

- inclusivity
- life-long learning
- equity and fairness
- gender sensitivity
- respect (Ubuntu/Unhu/Vumunhu)
- responsiveness
- balance
- diversity
- transparency
- accountability

### Organisation of the Curriculum

The Framework organizes the Curriculum into three learning levels including:

- **Infant School** which covers Early Childhood Development (ECD) to Grade 2 and emphasizes the acquisition of the foundational skills for learning
- **Junior School** with covers grades 3 to 7 which reinforces the foundational skills and provides learners with life and work skills
- **Secondary School** which covers Forms 1 to 6 which prepares learners for various pathways including university education, technical and vocational training or entering the professions in various training programs such as teaching, nursing, army and police training and various forms of apprenticeship and on-the-job training.

### Learner exit profiles

The Curriculum Framework prepares graduates of the education system to have the following exit profiles:

- Critical thinking
- Problem-solving
- Leadership
- Communication and team building
- Technological

The graduates should attain knowledge in the following areas:

- Basic literacy and numeracy
- Business and financial literacy
- Mastery of specific subject content

The graduates should appreciate and cherish national identity and:

- Manifest patriotism;
- Recognize and value national symbols

The graduates should voluntarily engage in participatory citizenship

The graduates should have the following values:

- Discipline
- Integrity
- Honest
- Unhu/Ubuntu/Vumunhu

Have the following attitudes and dispositions:

- Self-initiative and enterprising
- Self-managing
- Ability to plan and organize

## Learning Areas for the New Learning Levels

The Framework outlines the following learning areas for the three learning levels:

### Infant School (ECD-Grade 2)

- Indigenous Language as medium of instruction
- Visual and Performing Arts (Expressive Arts)
- Physical Education
- Mass Displays
- Mathematics and Science
- Family and Heritage Studies
- Information and Communication Technology

### Junior School (Grade 3-7)

- Languages including foreign
- Mathematics
- Heritage and LOP – Social Studies
- Science and Technology
- Agriculture
- Information and Communication Technology
- Visual and Performing Arts
- Family, Religion and Moral Education (FAREME)
- Physical Education, Sport and Mass Displays

### Secondary School (Forms 1 to 4)

- Heritage Studies (embracing Zimbabwe Constitution)
- Mathematics
- Sciences: Physics, Chemistry, Geography, Biology, option Gen Science
- Humanities including History, Family and Religious Studies, Sociology, Economic History, Guidance and Counselling
- Literature in Indigenous Languages and in English
- Indigenous Languages and English Language
- Foreign Languages: French, Swahili, Chinese, Portuguese
- ICT: Programming Language and Packages
- Agriculture: (Agriculture Engineering, Livestock, Cropping, Horticulture)
- Commercials: Accounting, Commerce, Economics, Business Enterprise Skills
- Practical subjects: Wood, Metal, Textile Technologies
- Physical Education, Sport and Mass Displays

### Life-skills Orientation Programme

As a requirement for completing form four, learners engage in a Life Skills Orientation Programme that will encompass general and specific life skills training through placement in various work related programs in the private sector, the service sectors such as health and education and the uniformed forces for a period of five months.



## **Conclusion**

As a teacher it is important for you to read and understand the key elements of the curriculum framework so that you are guided on your operations. It will also help you to familiarize with policy areas of emphasis and you will in turn emphasise those areas as you deliver in the teaching and learning process.

## Unit 2:

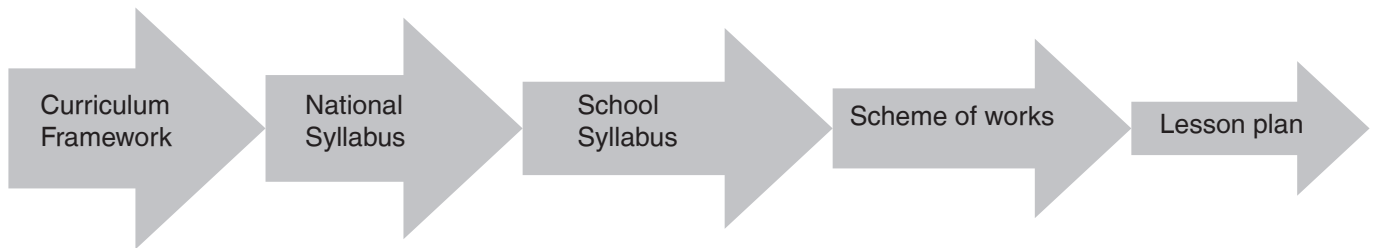
### Syllabus Interpretation

#### Introduction

As a teacher you constitute the backbone of any education system and as such your ability to deliver effective lessons depends on careful planning. Planning begins with syllabus interpretation which forms the basis for:

- Development of school syllabus
- Development of scheme of work
- Development of lesson plan

They are two types of syllabi, i.e. the National Syllabus and the School Syllabus. Development of school syllabus involves re-organizing the national syllabus, taking into account local factors. Schemes of work are derived from the school syllabus. The daily lesson plan is, in turn, derived from the scheme of work.



**Figure 2: Chain development of critical documents.**

#### Syllabus Interpretation

Syllabus interpretation is based on the Curriculum Framework for Primary and Secondary Education 2015-2022, as the guiding policy document. Syllabus interpretation:

- is the process of making sense of the syllabus
- is about finding meaning of the syllabus.
- it is the process of unpacking the syllabus in terms of content, objectives and methodology.

As a professional teacher, you need to be eloquent in syllabus interpretation. You therefore need to demonstrate this by how you scheme, plan and deliver the lesson during the teaching and learning process.

#### Reasons for Interpreting a Syllabus

Syllabuses in centralised education are developed at a Centre, away from the user system (CDU). Syllabus interpretation helps you to share the same meaning with the developer. Syllabus interpretation attempts to put all syllabus users at the same level of understanding the syllabus execution.

- New syllabuses impose new demands on you regarding content, methods and assessment. You therefore need to understand these through syllabus interpretation.
- There always exists a gap between planned curriculum and implemented curriculum. Syllabus interpretation helps to narrow the gap.
- Syllabus interpretation prepares you for effective syllabus implementation.
- A way of communicating new information and new ideas to you.

When syllabus interpretation is well done, it gives confidence to you and you will be able to deliver with clarity as to what is expected from you.

#### How Do You Interpret the New Syllabus?

Syllabus interpretation focuses on the following:

- The national philosophy/vision as spelt out in the curriculum framework (the philosophy of Unhu/Ubuntu/Vumunhu).
- The syllabus aims and objectives- what does the syllabus intend to achieve within the learners?

- The content, knowledge, skills and attitudes i.e. competencies.

Syllabus interpretation facilitates breaking down of content into teachable units. It focuses on:

- the nature and scope of the content
- organisation of the content
- the spiral approach of concepts, that is, the same topics taught at every level but gaining in breadth and depth as one goes up the higher grades.
- methods of delivery, which should encourage learner centred and hands on approaches, experimental learning and problem solving methods.

## The Syllabus

It is important for you as a teacher to understand the syllabus. A syllabus is an important document to every teacher. It is a policy document that guides the teacher on how to execute his/her work. It is a plan that states exactly what learners should learn at school in a particular learning area. It is a major curriculum document which:

- prescribes what government would like to see you teaching in Family and Religious Studies, as spelt out in the curriculum framework
- Outlines the experiences that learners should undergo in a particular course of study that is Form 1 – 4. It's a subject plan, providing guidance to you and learners about Family and Religious studies programme of study.
- it is an instrument in which you and learners can achieve the gains of the Curriculum Framework
- You are required to teach from the syllabus and should not be guided by the textbooks. Note that assessment is based on the syllabus.

## National Syllabus

It is a policy document that outlines and specifies the learning area philosophy, aims and objectives, Learning/teaching concepts and content, suggested methodology and assessment criteria at every level. As a teacher you should always have it and use it to guide you in your day to day teaching and learning activities.

## Components of the Family and Religious Studies National Syllabus

To interpret the syllabus you need to identify its components and establish links between and among them. Components of the syllabus include;

- Preamble
- Presentation of Syllabus
- Aims
- Syllabus Objectives
- Methodology
- Time Allocation
- Topics
- Scope and Sequence
- Competency Matrix
- Assessment

### 1. Preamble

The preamble consists of introductory notes to the syllabus. It has five sub-titles.

- Introduction:** Gives a brief insight into the learning area.
- Rationale:** This is a justification of why this particular learning area is included in the curriculum.
- Summary of content:** This is a summary of what should be learnt in a particular learning area.
- Assumptions:** That is knowledge you assume learners already have.
- Cross cutting themes:** These are emerging and contemporary issues that cut across all learning areas. You should find ways of incorporating them in the learning and teaching of Family and Religious Studies whenever possible. The following are relevant to Family and Religious Studies: ICT, Gender, Children rights and responsibilities, Disaster Risk Management, Financial literacy, Sexuality, HIV and AIDS education, Child protection, Human rights, Collaboration and Environmental issues

**NB** Not all cross-cutting themes can be applied in all Family and Religious Studies topics, some are more applicable to particular topics than others.

## 2. Presentation of the syllabus

This is a description of how the Family and Religious Studies syllabus is presented.

## 3. Aims

These are general statements of what the learning area intends to achieve (major outcomes). They are long term and therefore broad. They generally cover the whole learning area e.g. from form 1-4. They may differ from level to level for the same learning area e.g. form 1- 4 may have different aims. They cover all domains of Bloom's taxonomy and should cater for all learners (inclusivity).

## 4. Syllabus objectives

These are specific competencies of the learning areas and are derived from the aims. The Family and Religious Studies learning area objectives are SMART (Specific, Measurable, Achievable, Result oriented and Time framed). These should also guide you in developing topic and lesson objectives.

## 5. Methodology and Time allocation

This syllabus takes into account learner centred approaches and methods. The choice of teaching methods and approaches should be guided by the principles of inclusivity, relevance, specificity, gender sensitivity and respect. They are guided by the curriculum framework's thrust i.e. skills or competence based, promoting critical thinking and problem solving.

Time allocation reflects the number of periods and their duration for the learning area. Four (4) periods of 40 minutes per week for Form 1-4, for adequate coverage of the syllabus. You should allocate time appropriately for learners with individual special education needs. It is your responsibility to plan for Edu-tours and Projects and time for this should be provided for within the school calendar.

## 6. Topics

These are the main posts or pillars of the content for the levels given in itemised form. They form the core of a given learning area. In some subjects topics may be based on broad skills e.g. languages and practical's. Topics are broken into sub-topics in the competence matrix depending on the learning area. The topics for Family and Religious Studies Form 1-4 are as shown on the table below.

**Table 1: Syllabi topics for Forms1-4.**

### Form 1-4 Topics

<b>RELIGIONS</b>
<ul style="list-style-type: none"> <li>● Concept of Religion</li> <li>● Indigenous Religion</li> <li>● Judaism</li> <li>● Christianity</li> <li>● Islam</li> </ul>
<b>CONTEMPORARY ISSUES</b>
<ul style="list-style-type: none"> <li>● Religion, Family and Identity</li> <li>● Religion and Education</li> <li>● Religion and Gender Roles</li> <li>● Religion, Ethics, Health and Sexuality</li> <li>● Religion and Disability</li> <li>● Religion and the Natural Environment</li> <li>● Religion and Enterprise</li> <li>● Religion and the Liberation Struggle-Chimurega/Umvukela.</li> <li>● Religion, Rights and Social Responsibility</li> <li>● Religion and Conflict Management</li> </ul>

## 7. Scope and sequence

This shows you the depth and breadth of the content. Sequence refers to ordering of the information. Information is arranged according to logical ordering of the subject from the simple to difficult concepts. Generally, the same concept cuts across all levels differing in depth as children progress to higher levels. You should understand this Spiral approach for it helps you in developing the school syllabus as well as scheming and planning of your work. However, not all concepts cut across. For instance a concept may be covered in Form 1, 2, and 3 only and will not appear in Form 4. For example, religion and the natural environment is covered in Form 1-3 and not in Form 4. The table below is an example of the Scope and Sequence for form 1-4.

**Table 2: Scope and Sequence Sample**

### TOPIC 1: Religion

#### SUB-TOPIC: Religion, Family and Identity

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> <li>The concept of family</li> <li>Structure of a family</li> <li>Indigenous Religion and Family Identity(I.R)</li> </ul>	<ul style="list-style-type: none"> <li>Names and Totems</li> <li>I.R and Community Identity</li> <li>Family values</li> <li>Community values</li> </ul>	<ul style="list-style-type: none"> <li>Inter-dependency of families</li> <li>I.R and Zimbabwean Identity</li> </ul>	<ul style="list-style-type: none"> <li>Changing culture and different types of families</li> <li>Family and the national values</li> <li>I.R and African Identity</li> </ul>

## 8. Competence matrix

It is a table that presents to you the concepts/content to be taught or competencies to be acquired. It is developed from the scope and sequence. It includes topic/skill, objectives, unit/competence content, suggested learning activities and suggested resources. The table below indicates how the competence matrix is presented for you in the Form 1-4 syllabus.

### Topic 3:

Topic	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Judaism	<ul style="list-style-type: none"> <li>Define Judaism</li> <li>Narrate the historical background of Judaism</li> </ul>	<ul style="list-style-type: none"> <li>Definition</li> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the term Judaism</li> <li>Tracing the history and development of Judaism</li> </ul>	ICT tools Text books Braille books Resource person

## 9. Assessment

This section gives you information on how the learning area will be assessed, the weighting and skills to be tested, types of questions and duration of each paper. It gives information on how the three forms of assessments namely; formative, continuous, and summative will be conducted and the percentage allocated to each. It also includes information on profiling. This section also has assessment objectives, scheme of assessment, specification grid and assessment model.

The assessment in Family and Religious Studies will be based on 30% continuous assessment and 70% summative assessment for both form 1-4 levels.

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## **School Syllabus**

This must be drawn from the National Syllabus by reorganising content taking into account local factors. The components of the School Syllabus are similar to the National Syllabus. The development of the Family and Religious Studies school syllabus should be a task for all teachers in the department and you should take part. You can re-organise topics in the National syllabus to fit your circumstances.

## **Conclusion**

A comprehensive understanding of the syllabus is mandatory to you so that you facilitate learning and teaching process effectively for the achievement of syllabus objectives as well as learner competencies.

## Unit 3

### Schemes of Work

This is a document that you as a teacher should draw from the national and school syllabus. The scheme of work outlines what you ought to execute on your day-to-day teaching and learning activities. The document should therefore be clear in terms of objectives activities, content, and methodologies to be employed. You should draw your scheme of work/scheme cum plan two weeks ahead of lesson delivery date. (Use of ICT in drawing the documents is encouraged).

### Components of the scheme of work

The scheme of work has the following components which will help you to deliver with less challenges. The scheme of work should have the following components:

- **Week ending:** which is usually fall on every Friday as the last day of the week. For example; 20 May 2017.
- **Topic/ Content:** This constitute the main concept to be covered. For example, Religion and Conflict.
- **Objectives:** These are specific teaching objectives. Good objectives provide you with clear delivery focus, provide a means for assessing learner performance, and also allow for your self-evaluation. The objectives should be SMART.
- **Competencies:** These are life-long qualities and skills you would want to see in your learners. They include critical thinking, problem solving, creativity, modelling, communication, collaboration, Unhu/Ubuntu/Umunhu, leadership and technological competencies.
- **Methods and Activities:** Learning and teaching methods and activities should be learner centred and should encourage learner creativity.
- **Source of Material (SOM)/Reference/Media:** This is an indication of where you are getting your content and the media you are likely to use.
- **Evaluation:** It is a reflection on you, how you have delivered; successes and challenges faced as well as learner performance.

### Conclusion

You should always prepare the scheme well in advance, on average a week ahead but certainly not more than two weeks in advance. The scheme should not be a rigid document, you should be able to change it if you realize the need to do so. For example you may realize that there are better methods or aids than you indicated.

Below is an example of a Family and Religious Studies Form 2 Scheme of Work on a particular topic.

Table 4: scheme-cum plan sample

Form 2 Scheme of Work

Topic: Religion and contemporary issues

Sub-Topic: Religion and Gender roles

AIMS: To assess the influence of religion on gender.

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCIES/	SOM/MEDIA	METHODS/ ACTIVITIES	EVALUATION
11 June 2017	Gender in various religions	-identify what various religions say on gender -explain gender roles in various religions	- critical analysis - problem solving - conflict management	- Discussion on what various religions say on gender - Research on gender roles in various religions	- Family and Religious Studies book 1, pg12 - ICT Tools - Braille books - Talking books	



## Unit 4

### Lesson Plans

This is a detailed daily plan of what you intend to deliver during the lesson. This is to be used in the event of you having drawn a scheme of work rather than a scheme cum plan.

#### 1.6.1 Components of a Family and Religious Studies Lesson

DATE: 20 May 2017  
 TIME: 10:00 to 10:40  
 LEARNING AREA: Family and Religious Studies  
 TOPIC: Religion and contemporary issues  
 CLASS: Form 2B

#### SOURCES OF MATERIALS/ INSTRUCTIONAL MEDIA

- National and School syllabuses
- Schemes of work
- Text book
- ICT tools
- Braille books
- Talking books

**Textbooks:** Family and Religious Studies book 2 unit 1, page 12

#### ASSUMED KNOWLEDGE:

The learners have previous knowledge about gender roles from primary school.

#### OBJECTIVES

**By the end of the lesson learners should be able to:**

- identify what various religions say on gender
- explain gender roles in various religions

#### Competences

- critical analysis
- problem solving
- conflict management

#### INTRODUCTION:

Learners are asked to cite different gender roles in various religions. (5 minutes)

#### LESSON DEVELOPMENT

STAGE	ACTIVITIES	Time-Minutes
STAGE 1	• Explain what various religions say on gender	5
STAGE 2	The learners are asked to discuss in groups what various religions say on gender.	15
STAGE 3	• Learners report back on their findings	15

#### CONCLUSION

The teacher gives the main summary of points given by learners. (5)

#### Task

Learners are assigned with questions for further research on what various religions say on gender.

#### EVALUATION

Learners were able to:

identify what various religions say on gender

**NB:** As a teacher, you are also allowed to combine the scheme of work and lesson plan to come up with a scheme-cum plan.

## UNIT 5

### RECORDS

Records are critical documents about teaching-learning process which you must keep as a teacher. They should be accurate and up to date. They must be kept safely so that the next teacher to take that class when you are absent or you have transferred will be well and correctly informed. The following are some of the reasons why you should keep records:

- Records help guide you on your day-to-day operations
- Help you to track learner's performance
- Planning and re-adjustment of plans
- Source documents for reference
- Basis for profiling
- Basis for counselling

#### Types of Records

You are expected to keep the following documents:

- Curriculum Framework for Primary and Secondary Education 2017-2022
- Syllabuses (National and School)
- Schemes of work, lesson plans/scheme cum plans
- Class attendance register
- Teacher's Guide
- Performance Lag Address Programme (PLAP) record (where applicable)
- Social record
- Progress record
- Asset and stock control registers
- Circulars

#### Learner Profiles

Profile assessment is a quality assessment tool designed for a variety of learners to determine their strengths and identify areas of improvement. As a teacher, you should carry out profiling to track learner behaviour, knowledge, attitudes, aptitudes, skills, values and performances on an on-going basis. This assessment informs teaching and learning process and contributes to learner profile.

##### Progress Record

You should have a progress record to capture learner performances. This report should capture all the learner is doing.

- Any other test that you think are important is assessing learner performance.

The progress record also include continuous assessment records and PLAP records. The template on how to record continuous assessment will be provided to the school by ZIMSEC.

#### Attendance Register

This is a critical document you should have as a teacher to track and record your learner's class or lesson attendance. The attendance register should be up-dated daily. Registers are usually provided by the school but you can as well design a class register, with all the critical information.

#### 1.7 Conclusion

All these documents are equally important and you should administer them honestly and constantly. They should also be readily available for supervision. Records should be accurate and constantly be up-dated. You should also keep them safely, always, with a back-up.

## **PART B**

### **Unit 6:**

## **Curriculum Delivery**

### **Introduction**

Secondary School Family and Religious Studies is a learning area that provides learners with opportunities to harness cognitive, religious and moral experiences. These experiences help learners understand, interpret and apply religious and moral concepts to their everyday life. It is a multi-faith approach to the study of religion, which makes learners to be aware of their respective religious identities in the context of Unhu\Ubuntu\Vumunhu, religious plurality, as well as both their horizontal and vertical relationships with their respective families, communities, nation, the global village and the natural environment. The family and Religious Studies seeks to develop critical reflection of socio-economic and political issues, religious tolerance and initiative in terms of formulating ideologies that help in transforming the learners to contribute to sustainable development. You as a teacher should be able to help the learner to achieve the aims and objectives of the syllabus.

The Family and Religious Studies Syllabus enables learners to develop the following skills:

- Communication and investigation
- Problem solving
- Critical thinking
- Decision making
- Technology and innovation
- Conflict management
- Leadership
- Self-management
- Enterprise

The following approaches and methods are recommended in the teaching and learning of Family and Religious Studies:

### **Approaches**

The syllabus is based upon a learner-centred hands on multi-faith, non-proselytising and non-confessional problem posing approach.

These approaches encourages initiative, self-motivation, reflective thinking and practical application of concepts to everyday life.

### **Syllabus objectives**

Syllabus and learning objectives should be SMART. They are more specific statements that include both an action verb and a content reference, they should provide a clear statement of intended learning goals and learning outcomes.

Objectives should answer questions such as:

- What do you want your learners to learn? (What are the learning outcomes which you expect from the learning and teaching process?)
- What assignments, classroom activities, and pedagogical approaches will help your learner acquire the identified knowledge, skills, or attitude changes (competencies)?
- How will you determine that learners have accomplished what you set out to teach them? (How will you evaluate their achievements?)

### **Methodology**

As a teacher it is important for you to use problem-solving and learner-centred approaches. You are the facilitator and the learner is the doer. Minimize methods that encourage rote learning and encourage those that promote the curriculum competencies. Methods you use should help learner's development (cognitive, affective and psychomotor).

## Suggested Methodologies

The approach to Family and Religious Studies in this curriculum is multi-faith, therefore select appropriate teaching methods for your lessons and use a variety of learner-centred approaches. The following are suggested methods of teaching and learning Family and Religious Studies: Lesson delivery and note taking, Discussion, Drama, Role-play and stimulation, video and film show, E-learning, Group Work, Research, Case Studies and Educational Tours.

The choice of a method is influenced by your personality, content to be covered, competencies to be developed, availability of resources and objectives you need to achieve. It is important for you as a teacher to be innovative in choice of methods and resources to use for each particular lesson. Use of a variety of methods spices the learning process and motivate learner participation hence easy of objective achievement.

**NB.** The above suggested methods should be enhanced by the application of orthodidactic principles and multi-sensory approaches to teaching. These include tactility, concreteness, individualisation, self-activity, totality and wholeness. Teachers are encouraged to address the learners' residual senses.

The focus of your methodology should always place the "learner at the centre". Make the learning process exciting through the choice of good teaching methods.

## Class Management

This is the process of planning, organising, leading and controlling class activities to facilitate effective and efficient learning. This should help you to create an effective learning environment, motivate the learners, maintain class discipline and supervise class activities.

## Organisational Skills for Effective Learning

Classroom organisation is critical for conducive learning environment. Classroom management covers: physical environment, emotional environment, grouping the learners, class control and discipline and supervision.

## Physical Environment

The classroom should be clean, tidy and airy

Consider safe furniture arrangement which also encourage interactive learning.

Teaching aids should be visible to learners and should also be clear. As a teacher, it's your responsibility to ensure learner safety during learning.

## Emotional Environment

While learning is learner-centred, you remain in control to direct effective learning. You should therefore be firm, warm and pleasant, set the right tone and tell learners what behaviour you expect.

## Grouping

Learners may be grouped according to needs, abilities, problems but not sex

Promote sharing of ideas among learners. Whatever way you use to group learners, it should not disadvantage the learner but rather motivate learner to feel being part of the learning process.

## Class Control and Discipline

Know the government and schools policy on discipline. You should be firm and fair. Punishment should be corrective and constructive. Acknowledge good behaviour and reward it wherever possible. Aim for intrinsic discipline. Create an atmosphere of trust and honesty within your class.

## Motivation

Make learners feel important and capable of making it. Create in learners the feeling that learning is easy and enjoyable. Focus on the strength of individual learners and build on that. Recognise and reward attempts to do good work. As a teacher, know that your learners look forward and emulate you, so be a role model in terms of your demeanor.

## **Supervision**

Check learners' work in order to guide and correct them. Areas that require supervision include practical work, research work, written work, discussions, group work and educational tours. Outcomes of supervision will also help you on learner profiling.

## **Conclusion**

Classroom management during learning process always help you to achieve the best. It is important for you to know all your learners by name and also understand their backgrounds.

## **Teaching-learning Materials**

Teaching/learning materials are the tools you should use during learning and teaching process. Any resource you can use as a medium for the delivery of content, helping in achieving learning objectives should be an effective instructional material.

## **Importance of Teaching-learning Materials**

Teaching and learning aids help learners to learn better and faster. If you carefully choose and use them. They also:

- capture learners' interest and create virtual reality.
- promote meaningful communication, hence effective learning.
- ensure better retention, thus making learning more permanent.
- provide direct or first-hand experience with the realities of the social and physical environment.
- help overcome the limitations of the classroom
- stimulate and motivate learners to learn.
- help develop interests in other areas of learning.
- encourage active participation, especially if learners are allowed to manipulate materials used.

## **Types Teaching-learning Materials**

### **Visual materials**

Three dimensional materials

- Objects: real things-e.g. Computers.
- Models: are recognisable representation of a real thing
- Specimens: are objects which are representative of a group or a class of similar objects
  
- Printed materials: Textbooks, Workbooks, Handbooks and Modules
- Chalkboards
- Flannel or felt boards
- Bulletin boards
- Still pictures: Non-projected (photographs, illustrations) and Projected (slides, filmstrips, overhead projectors)
- Graphics: Charts, Graphs, Maps and globes, Posters and diagrams.
- Audio Aids: Radio and Recorded audio

### **Audio-Visual Teaching-learning Materials**

- Motion pictures such as Television and video clips

## **Conclusion**

Educational research has it that learners remember only 10% of what they have read, about 20% of what they hear and about 50% of what they hear and see and only 20% of what they touch or manipulate.

You should therefore select appropriate teaching and learning aids, make good quality aids from available resources, use teaching and learning aids effectively and design meaningful and effective instructional aids.

## **Evaluation**

There is need to measure your success in terms of teaching and learner performance. Evaluation should provide you with feedback on the acquisition of knowledge, skills and attitudes by learners.

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## Evaluation and assessment

In evaluation and assessment you should consider:

- How do we check whether indeed learners are benefiting from the syllabus implementation?
- Are the objectives being met?

Evaluation/assessment can be in the form of exercises, tests, projects, group tasks. There are two main types of evaluation:

- Formative evaluation on-going/ continuous.
- Continuous assessment is a major innovation in the new curriculum.
- Summative evaluation; coming at the end of the course, terminal.

### Methods of Evaluation

- Tests and exercises
- Projects
- Research
- Examinations
- Assignments

### Conclusion

You should evaluate both your work and that of the learners. Identify the essential evaluation methods that you can use. Monitoring and evaluation of your work and learners' work should be done constantly.

## Unit 7: Scope of the Guide

### Introduction

The Family and Religious Studies syllabus covers the respective historical backgrounds, beliefs and practices, rituals, rites and fundamental themes of Indigenous religion, Judaism, Christianity and Islam. The focus is to draw concepts from these religions that help learners to reflect on their lives in the context of socio-religious environment.

**Table 5: Topics**

FORM 1-4
<p><b>RELIGIONS</b></p> <ul style="list-style-type: none"> <li>● Concept of Religion</li> <li>● Indigenous Religion</li> <li>● Judaism</li> <li>● Christianity</li> <li>● Islam</li> </ul> <p><b>CONTEMPORARY ISSUES</b></p> <ul style="list-style-type: none"> <li>● Religion, Family and Identity</li> <li>● Religion and Education</li> <li>● Religion and Gender Roles</li> <li>● Religion, Ethics, Health and Sexuality</li> <li>● Religion and Disability</li> <li>● Religion and the Natural Environment</li> <li>● Religion and Enterprise</li> <li>● Religion and the Liberation Struggle-Chimurega/Umvukela.</li> <li>● Religion, Rights and Social Responsibility</li> <li>● Religion and Conflict Management</li> </ul>

### Teaching Units

Any of the topics listed are broad for coverage, it is therefore your responsibility to break the topic into small teachable units. The teachable units are determined by the objectives you need to achieve. Each topic has clear objectives you should achieve and hence formulation of the teachable units and even the teaching methodology should be developed around the objectives. For example, when you are teaching the topic, Religions at Form 4, this topic is generally a broad topic that has a lot to be covered. The syllabus should therefore guide you on what exactly need to cover under this topic (because certainly not all must be covered). This is how you can break it to teachable unit:

These are the actual concepts which you need to cover under the topic Religions which are in a way, your teaching units:

- Indigenous Religion
- Judaism
- Christianity
- Islam

However, these can also be further broken into even smaller lesson units. Let's take for example Indigenous religion which can further be broken down into the following teaching unit:

- Rites of passage in Indigenous religion
- Attire
- Sacred days

Each of these smaller teachable units can be timed, resources to lesson set aside or be prepared and methods and activities be prepared. All these should be helpful in assisting achievement of lesson objectives and the expected competencies. The table below summarises how you can break broach topics into small teachable units.

Table 6: Breaking topics into teachable units: sample

TOPIC	CONCEPTS (TEACHABLE UNITS)	OBJECTIVES	ACTIVITIES	RESOURCES	COMPETENCIES TO BE ACHIEVED	ASSESSMENT
Contemporary issues	Religion and Education	<ul style="list-style-type: none"> <li>Assess the role of religion in nation building</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the role of religious organisations in educational infrastructure development</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>Computers</li> <li>Braille material</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Technology and innovation</li> <li>Problem solving</li> <li>Decision making</li> </ul>	<ul style="list-style-type: none"> <li>Practical continuous assessment</li> </ul>
	Religion and establishment of educational institutions	<ul style="list-style-type: none"> <li>Explain the role played by various religions in the development of educational and human resource capacity building</li> </ul>	<ul style="list-style-type: none"> <li>Illustrating the role of religious institutions in human resource capacity building</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>ICT tools</li> <li>Braille books</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Technology and innovation</li> <li>Problem solving</li> <li>Decision making</li> </ul>	
	Negative impact of religion on education	<ul style="list-style-type: none"> <li>Examine the negative impact of religion on education</li> </ul>	<ul style="list-style-type: none"> <li>Identifying religious beliefs which discourage children from accessing formal education</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>ICT tools</li> <li>Braille books</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Technology and innovation</li> <li>Problem solving</li> <li>Decision making</li> </ul>	



## Conclusion

We hope this guide will be helpful in assisting you to deliver lessons in Family and Religious Studies learning area. Family and Religious Studies learning area has a lot more new components that you may have not experienced. This is due to the multi-faith approach that the learning area has been configured to. Areas such as religion, family and identity, Religion and education, religion and gender roles, religion, ethics, health and sexuality, religion and disability, religion and the natural environment and others require you to up-date yourself in terms of content through research and capacity development for you to deliver with confidence. You also need to understand that the delivery of the Family and Religious Studies now need the use of ICT tools, video clips, talking books, braille books and educational tours.

The following are important key notes to remember:

- interpret the syllabuses correctly
- use teaching methods appropriate to the learning area
- prepare engaging and appropriate teaching aids
- design appropriate strategies for problem solving
- manage your class effectively
- be resourceful
- draw up and maintain comprehensive records
- guide learners to study effectively on their own
- objectively evaluate your own teaching and the learners` progress
- acquire teaching techniques

