



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES

FAMILY, RELIGION AND MORAL EDUCATION

JUNIOR
(GRADES 3-7)

2015 - 2022

TEACHER'S GUIDE

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ACKNOWLEDGEMENTS

The Ministry of Primary and Secondary Education wishes to acknowledge the following for their valued contribution in the production of this teacher 's guide

- The National Family, Religion and Moral Education panel.
- Curriculum Development and Technical Services staff.
- United Nations International Children's Educational Fund (UNICEF)

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1.0 ORGANISATION OF THE GUIDE

The Grade 3 – 7 Family, Religion and Moral Education (FAREME) is a learning area which falls under humanities. The learning area is designed to promote in learners an awareness and an appreciation of different religions practised in Zimbabwe. The learning area seeks to develop a sense of family cohesion, unity, moral uprightness, inclusivity and tolerance among citizens with acceptable behaviours and values (Unhu/Ubuntu/Vumunhu). 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 the teacher must have in the course of curriculum delivery for Family, Religion and Moral Education. 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 detailed study of this guide will assist the teacher, to have ideas on how to properly teach curriculum content on the 2015-2022 Primary School (Grade 3-7) Family, Religion and Moral Education learning area.

To enrich your understanding of the Family, Religion and Moral Education learning area, it is very important that you read through the given guidelines comprehensively.

1.1 AIMS OF THE TEACHER'S GUIDE

- 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 update class records

- Use relevant teaching and learning materials in the delivery of your lesson
- Use effective teaching techniques suitable for the learning area and level of learners
- Demonstrate skills of setting reliable and valid tests/ examination questions
- Design appropriate schemes for problem solving
- Manage your class effectively
- Be resourceful
- Guide learners to study effectively on their own
- Objectively evaluate your own teaching and learners' progress

PART A: CRITICAL DOCUMENTS

INTRODUCTION

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

- Curriculum Framework
- National Syllabus for Family, Religion and Moral Education
- School syllabus for Family, Religion and Moral Education
- Schemes of Work/ Scheme Cum Plan
- Lesson Plans
- Learner Profile
- Progress Records
- Register of Attendance

RATIONALE

As a facilitator of the Family, Religion and Moral Education learning area, you should focus on the study of religious teachings, practitioners, rites and rituals of selected religions in Zimbabwe and their impact on an

individual and family as well as local, national and the global community. FAREME is significant in the development of moral responsibility and behavior, capacity for discipline, sound ethical norms and values (Unhu/Ubuntu/Vumunhu)

OBJECTIVES

As a facilitator you should be able to:

- enable learners to identify various religions practiced in Zimbabwe

- enable learners to identify religious founders, practitioners, holy days, sacred books and places, ceremonies/festivals and symbols

- enable learners to compare and contrast religious teachings and practices

- enable learners to discuss the importance of good moral values in different religions

- enable learners to demonstrate ways of showing reverence for the Supreme Being

- enable learners to examine attributes associated with diverse religions in promoting tolerance

UNIT 1

1.1 CURRICULUM FRAMEWORK FOR ZIMBABWE PRIMARY AND SECONDARY EDUCATION 2015-2022

This is a policy document that outlines the underpinning principles, the national philosophy, principles, learning areas, the description and expectations of the Ministry of Primary and Secondary Education (MoPSE) at policy level. It prescribes what the government expects you to deliver as you go about your duties. As a teacher, you should be familiar with the Curriculum Framework document.

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 and junior education.

Principles underpinning the Curriculum

The Ministry of Primary and Secondary Education seeks to promote the following principles:

- Inclusivity
- Life-long learning
- Equity and fairness
- Gender sensitivity
- Respect (Unhu/Ubuntu/Vumunhu)
- Responsiveness
- Balance
- Diversity
- Transparency
- Accountability

Pillars of the Curriculum

Five (5) pillars underpin the Curriculum Framework for Primary and Secondary Education. The five pillars are as follows:

- The legal and regulatory framework
- Teacher capacity development programme
- Teacher professional standards (TPS)
- Infrastructure development and
- The center for education research, innovation and development (CERID)

Aims

The Curriculum Framework is driven by the following aims:

- Motivate learners to cherish the Zimbabwean identity and value their heritage, history and cultural traditions and prepare them for participatory citizenship.
- Prepare learners for life and work in a largely agro-based economy and increasingly globalized and competitive environment.
- Ensure learners demonstrate desirable literacy and numeracy skills including practical competences necessary for life
- Prepare and orient learners for participation in voluntary service and leadership
- Foster lifelong learning in line with the emerging opportunities and challenges of the knowledge society.

Organisation of the Curriculum

The Framework organizes the Curriculum into three (3) 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 which covers Grades 3 to 7 which reinforces the foundational skills.

Secondary school which covers Forms 1 to 6 which prepares learners for various pathways including University education, technical and vocational training and being employed in various professions like teaching, nursing and many others.

Learner exit profile

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

- **Skills**

The school graduates should have the following skills:

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

- **Knowledge**

The school graduates should attain knowledge in the following areas:

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

- **National identity**

Under national identity, school graduates should:

- Manifest patriotism
- Recognise and value of national symbols
- Participate in citizenship activities

- **Values**

The school graduates should have the following values:

- Discipline
- Integrity
- Honesty
- Unhu/Ubuntu/Vumunhu

- **Attitudes and dispositions**

The school graduates should 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**

- Languages (Indigenous language as medium of instruction)
- Visual and performing Arts (Expressive Arts)
- Physical Education
- Mass Displays
- Mathematics and Science
- Family and Heritage Studies (Social Studies)
- Information Communication Technology (ICT)

- **Junior School**

- Languages including Foreign ones like French, Portuguese and others
- Mathematics
- Heritage and LOP – Social Studies
- Science and Technology (ICT)
- Visual and Performing Arts
- Family, Religion and Moral Education
- Physical Education, Sport and Mass Displays

● **Forms 1 to 4**

- Heritage Studies (embracing Zim Constitution)
- Mathematics
- Sciences: Physical, Chemistry, Biology option General Science, Geography
- Humanities including History, Family and Religious Studies, Sociology, Economic History, Guidance and Counseling
- Literature in Indigenous Language and in English
- Indigenous Language and English Language
- Foreign Languages e.g. French, Swahili, Chinese, Portuguese
- ICT: Programming Language and Packages
- Agriculture: Agriculture Engineering, Animal Science, Crop Science, Horticulture
- Commercials: Accounting, Commercial Studies, Economics, Business Enterprise Skills and Management of Business
- Practical Subjects: Wood, Metal, Food, Textile Technologies, Home Management and Design
- Physical Education, Sport and Mass Displays
- Visual and Performing Arts: Theatre Arts, Dance, Music, Art, Film Production.

Conclusion

As a teacher, it is important for you to read and understand the crucial elements of the Curriculum Framework to remain guided in your operations.

UNIT 2

SYLLABUS INTERPRETATION

INTRODUCTION

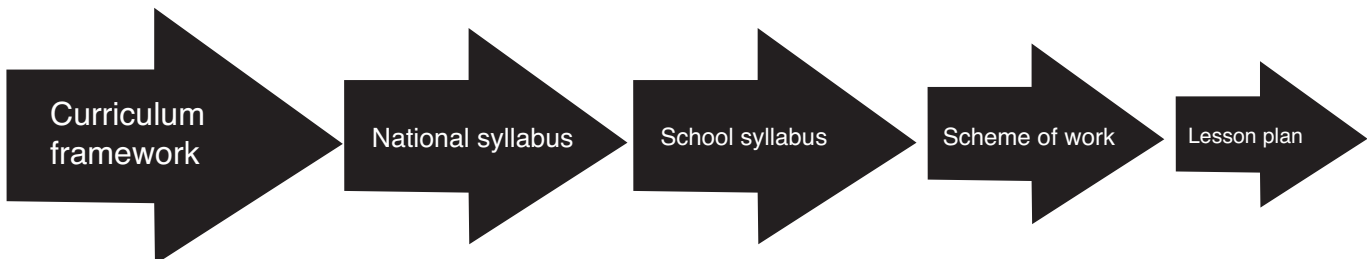
As a teacher, you should know how to interpret the syllabus accurately. You should also teach from the syllabus and not from the textbook. As a teacher, you should:

- develop the school syllabus from the national syllabus
- develop the syllabus based scheme of work
- develop the syllabus based lesson plan

There are two types of syllabuses, which are:

- the national syllabus
- the school syllabus

The development of the 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.



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
- is the process of unpacking the syllabus in terms of content, objectives and methodology

As a teacher, you need to interpret the syllabus correctly. This is demonstrated by how your scheme, plan and deliver during the teaching and learning process.

Reasons for interpreting Syllabus

Syllabuses in centralized education are developed at a Center (CDU) away from the user. 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.

- syllabus interpretation prepares you as a teacher for effective syllabus implementation.

- there always exists a gap between planned curriculum and implemented curriculum. Syllabus interpretation helps to narrow the gap
- syllabus interpretation is a way of communicating new information and new ideas to the teacher.

How do you interpret the new syllabus?

Syllabus interpretation focuses on the following:

- the National philosophy/vision as spelt out in the Curriculum Framework (philosophy of Unhu/Ubuntu/Vumunhu)
- the syllabus aims and objectives - what does the syllabus intend to achieve within learners?
- the content, knowledge, skills and attitudes

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

- the nature and scope of the content
- organization of the content
- the spiral approach of the concepts
- methods of delivery which are learner centred

The Syllabus

It is important for you as a teacher to understand the syllabus requirements. A syllabus is an essential 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. A syllabus is a major curriculum document which:

- prescribes what the Government would like to see you teaching in the Family, Religion and Moral Education learning area
- outlines the experiences that learners should undergo in a particular course of study, that is grades 3-7. It is a subject plan, providing guidance to you and learners about the Family, Religion and Moral Education programme of study
- it is an instrument in which you and learners can achieve the gains of the Curriculum Framework.

You are required as a teacher to teach from the syllabus and should not be guided by textbooks. Note that assessment is based on the syllabus and not textbooks.

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 the national syllabus and use it to guide you in your day-to-day teaching and learning activities.

Components of the Family, Religion and Moral Education Syllabus

To interpret the syllabus you need to identify its components and establish links between and among them. The syllabus components are as follows:

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

1. Preamble

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

i. Introduction: Gives a brief insight into the learning area.

ii. Rationale: This is a justification of why this particular learning area is included in the curriculum.

iii. Summary of content: This is a summary of what should be learnt in a particular learning area.

iv. Assumptions: This is the knowledge you assume learners already have.

v. 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, Religion and Moral Education wherever possible. The following cross cutting themes are relevant to FAREME:

- Gender roles and equity in religion
- Enterprise skills
- Collaboration
- Sexuality, HIV and AIDS
- Guidance and counseling
- Heritage studies
- Constitution of Zimbabwe
- Children's Rights and Responsibilities
- Environmental issues
- Disaster Risk Management

NB Not all cross –cutting themes can be applied in all the Family, Religion and Moral Education topics, some are more applicable to particular topics than others

2. Presentation of the Syllabus

This is a description of how the FAREME 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 grade 3-7. They may differ from level to level for the same learning area e.g. grade 3-7 may have different aims. They cover all domains of Bloom, s taxonomy and should cater for all a learner

4. Syllabus objectives

These area specific competencies of the learning areas and are from the aims. The Family Religion and Moral Education syllabus 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 centered approaches and methods. The choices of teaching methods and approaches should be guided by the principle of inclusivity, relevance specificity, gender sensitivity and respect. They are guided by the curriculum framework ‘thrust i.e. skills or competence based, promoting critical thinking and problem solving

Time allocation

Reflects the number of period and their duration for learning area. Four (4) periods of 30 minutes per week for grade 3-7 are enough for adequate coverage of the syllabus. You should allocate time appropriately for learner 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 pillars of the content for the levels given in itemized form. They form the core a given learning area. In some subject’s 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 The Family, Religion and Moral Education grade 3-7 are as shown on table below

Grade 3-7 Topics	
	Family
●	Concept of Family
●	Family and religion
●	Family and community
●	Social and Emotional learning
	Religion
●	Concept of religion
●	Indigenous religion

Grade 3-7 Topics
<ul style="list-style-type: none"> ● Christianity ● Judaism ● Islam <p>Morals and Values</p> <ul style="list-style-type: none"> ● The concept of morals and values ● Rights and responsibilities ● Conflict and conflict management ● National value systems ● Religion on technology and enterprise <p>Religion and Health</p> <ul style="list-style-type: none"> ● Religion and abuse ● Religion and gender ● Religion and Sexuality ● Religion, HIV and Aids ● Healthy Living

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 grade 3,4 and 5 only and will not appear in grade 6 or 7. The table below is an example of the Scope and Sequence for Grade 3-7.

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
• Religion in the family	• Religion in the community	• Religion in the country	• Religion in Africa	• Religions of the World

Topic 2: RELIGIONS OF THE WORLD

Sub- topic: Concept of religion

8. Competence Matrix

It is a table that present to you the concept /content to be taught or competencies to be acquired. It is developed from the Scope and Sequence. It includes topic /skill,

objectives, unit content, suggested learning activities and suggested resources. The table below indicates how the competence matrix is presented for you in the Grade 3-7 syllabus

Topic 2

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Origins (Indigenous Religion.)	<ul style="list-style-type: none"> describe the origins of Indigenous Religion(I.R) 	<ul style="list-style-type: none"> Origins of Indigenous Religion -where -when 	<ul style="list-style-type: none"> Discussing the origins of Indigenous Religion Explaining the Indigenous ways of prayer. 	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 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, schemes of assessment, specification grid and the assessment model

The assessment in the Family, Religion and Moral Education will be based on 30% continuous assessment and 70% summative assessment for Grade 3-7 levels

School Syllabus

This must be drawn at school level 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, Religion and Moral Education school syllabus should be the 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 (WEEKLY BREAKDOWN)

INTRODUCTION

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 the lesson delivery date (use of ICT tools in drawing the documents is encouraged)

Components

The schemes of work have 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 ;10 June 2017
- Topic /content: this constitute the main concept to be covered, for example, Religion and Health.
- Objectives: these are specific teaching objectives. Good objectives provide you with clear delivery focus, provide a means of assessing learner performance and allow for your self -evaluation. The objectives should be SMART (Specific, Measurable, Achievable, Result Oriented and Time Framed)
- Competencies: these are lifelong qualities and skills you would want to see in your learner. They include critical thinking, problem solving, creativity, modeling, communication, collaboration, Unhu/Ubuntu/Umunhu, leadership and technological competencies.
- Methods and Activities: learning and teaching methods and activities should be learner centered and should encourage learner creativity.
- Source of material (SOM)/Reference /Media: This is an indication of where you are getting your content and media you are likely to use.
- Evaluation: It is a reflection on how you have delivered successes and challenges faced as well as learner performance.

Below is an example of The Family, Religion and Moral Education Grade Four Scheme of Work on a particular topic.

EXAMPLE:

Table 4: scheme –cum

Grade 4 scheme of Work

Topic: Family

Sub-Topic: Concept of the Family

AIMS: To explain the role of different family members

The Layout of a Scheme of Work is usually horizontal and comprises the following Columns:

WEEK ENDING	CONTENT/ TOPIC	OBJECTIVES	COMPETENCIES	METHODS/ACTIVITIES	SOM/Teaching	Evaluation
20 March 2017	Roles of family members	<ul style="list-style-type: none"> • identify members in the family • state roles of family members 	<ul style="list-style-type: none"> • critical thinking • problem solving 	<ul style="list-style-type: none"> • Researching on roles of various family members • Discussion on the roles of various family members 	<ul style="list-style-type: none"> -Family, Religion and Moral Education book 4 page 22 -ICT tools -Braille material 	

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.

UNIT 4

LESSON PLAN

INTRODUCTION

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, Religion and Moral Education Lesson

Date: 20 August 2017
Time: 08:00 - 08:30
Learning area: Family, Religion and Moral Education
Topic: Morals and Values
Class: Grade 5 A

SOURCE OF MATERIALS /INSTRUCTIONAL MEDIA

- National and School syllabuses
- Scheme of work
- Text books
- Braille books
- Talking books

Textbooks: Family, Religion and Moral Education, Book 4 unit 1 page 12

ASSUMED KNOWLEDGE

The learners have previous knowledge about morals and values from their families.

OBJECTIVES

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

- Distinguish right from wrong
- Explain right and wrong in human behavior

Competences

- Critical analysis
- Problem solving

INTRODUCTION

Learners are asked to cite good morals and values in different religions. (5 minutes)

LESSON DEVELOPMENT

STAGE	ACTIVITIES	TIME –MINUTES
STAGE 1	<ul style="list-style-type: none"> • Explain good morals and values in different religions 	
STAGE 2	<ul style="list-style-type: none"> • Learners are asked to discuss in groups what various religions say on morals and values 	10
STAGE 3	<ul style="list-style-type: none"> • Learners report back on their finding 	15

Conclusion

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

Task

Learners are assigned with questions for further research on morals and values in different religions.

EVALUATION

Learners were able identify morals and values in different religions.

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 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 TO BE KEPT

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 Guides
- 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 is important in assessing learner performance.
The progress record also includes 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

The Junior School Family, Religion and Moral Education 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, Religion and Moral Education 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, Religion and Moral Education Syllabus enables learners to develop the following skills:

- Communication
- Problem solving
- Critical thinking
- Decision making
- Technology and innovation
- Conflict management
- Leadership
- Self-management
- Enterprise
- Social consciousness and self-identity

The following approaches and methods are recommended in the teaching and learning of Family, Religion and Moral Education:

Approaches

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

These approaches encourage 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 learners 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, Religion and Moral Education 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, Religion and Moral Education: Lesson delivery and note taking, Discussion, Drama, Role-play and simulation, 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 enliven the learning process and motivates learner participation hence easy of objective achievement.

NB. The above-suggested methods should be enhanced by employing multi-sensory approaches to teaching and learning. These include individualisation, totality, concreteness, self-activity, tactility and wholeness. Teachers are encouraged to address the learner's residual senses.

The focus of your methodology should always place "the learner at the centre". Make the learning process exciting through 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 a 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 the learner to feel being part of the learning process.

Class Control and Discipline

Know the government and school's 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 the learning process always helps 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 learner's 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 of 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
- Flip Charts and felt boards
- Bulletin boards
- Still pictures: Non-projected (photographs, illustrations) and Projected (slides, filmstrips, overhead projectors)
- Graphics: Charts, Graphs, Maps and globs, 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.

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 and group tasks. There are two main types of evaluation:

- Formative evaluation which is 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

The Family, Religion and Moral Education syllabi 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.

Grade 3-7 Topics
<p>Family</p> <ul style="list-style-type: none">● Concept of Family● Family and religion● Family and community● Social and Emotional learning <p>Religion</p> <ul style="list-style-type: none">● Concept of religion● Indigenous religion● Christianity● Judaism● Islam <p>Morals and Values</p> <ul style="list-style-type: none">● The concept of Morals and Values● Rights and responsibilities● Conflict and conflict management● National value systems● Religion on technology and enterprise <p>Religion and Health</p> <ul style="list-style-type: none">● Religion and abuse● Religion and gender● Religion and Sexuality● Religion, HIV and Aids● Healthy Living

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, Indigenous Religion at Grade 4, this topic is generally a broad topic that has a lot to be covered. The syllabus should therefore guide you on what exactly you need to cover under this topic (because certainly not everything 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 Indigenous Religion which are in a way, your teaching units:

- Historical Background
- Roles of ancestors
- Songs and dances
- Religious practitioners
- Key teachings
- Food laws
- Taboos

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

- Origin of Indigenous religion
- Roles of ancestors
- Family ancestors

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 broad topics into small teachable units.

TOPIC	CONCEPTS (TEACHABLE UNITS)	OBJECTIVES	ACTIVITIES	RESOURCES	COMPETENCIES TO BE ACHIEVED	ASSESSMENT
FAMILY	Structure of the family	<ul style="list-style-type: none"> • Describe the structure of families • Compare and contrast the structure of families 	<ul style="list-style-type: none"> • Discussing the structure of families -nuclear -monogamous -polygamous -child headed -one parent 	<ul style="list-style-type: none"> • Recommended textbooks • Computers • Braille material 	<ul style="list-style-type: none"> • Critical thinking • Technology and innovation • Problem solving • Decision making 	
	Family names and totems	<ul style="list-style-type: none"> • Identify names and family members • State family totems 	<ul style="list-style-type: none"> • Researching on family names and totems • Discussing family names and totems 	<ul style="list-style-type: none"> • Recommended textbooks • ICT tools • Braille books • Resource person 	<ul style="list-style-type: none"> • Critical thinking • Technology and innovation • Problem solving • Decision making 	
	Family Resources	<ul style="list-style-type: none"> • Identify family possessions 	<ul style="list-style-type: none"> • Listing family possessions • Discussing family possessions 	<ul style="list-style-type: none"> • Recommended textbooks • ICT tools • Braille books 	<ul style="list-style-type: none"> • Critical thinking • Technology and innovation • Problem solving • Decision making 	

Conclusion

We hope this guide will be helpful in assisting you to deliver lessons in the Family, Religion and Moral Education learning area. The Family, Religion and Moral Education learning area has a lot newer 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 Family, Religion, Morals and Values, Religion and Health and their sub divisions 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, Religion and Moral Education 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
