



ACCELERATED EDUCATION PROGRAMME

CHRISTIAN RELIGIOUS EDUCATION

SYLLABUS



NCDC

*NATIONAL CURRICULUM
DEVELOPMENT CENTRE*

ACCELERATED EDUCATION PROGRAMME

**CHRISTIAN
RELIGIOUS
EDUCATION**

SYLLABUS



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Foreword

Education is a fundamental tool for protection of conflict-and-disaster-affected children and youths from harm and exploitation. This is a crucial part of UNESCO's advocacy messages. Under appropriate conditions of security, provision of education can help protect children and youth from recruitment into fighting forces, forced labour, prostitution, drug abuse and other criminal activities. In post-conflict settings, education contributes to the reintegration into society of former soldiers and other children and youths associated with fighting forces.

The National Curriculum Development Centre (NCDC), in collaboration with War Child Canada, embraced Accelerated Education Programme (AEP) that focuses on providing relevant and appropriate education to learners in refugee camps and the host communities of secondary school age (ages 16-45+) in Adjumani District. The programme will help them to acquire the necessary competencies that will enable them to 'catch-up' and re-join learners of the same (or near) age group in the formal education programme.

AEP subjects were selected based on the Ugandan regulation which states that learners must study the seven core subjects, i.e. Mathematics, English, Physics, Chemistry, Biology, History and Geography. So AEP learners shall take all the core subjects. In addition, learners shall take: Religious Education which will help to address the prevalence of early marriages for the girl-child, cases of indiscipline and moral modelling of the learners; Personal Social and Health Education/Physical Education which will help the learners to develop physically, learn to live together, develop talents and become emotionally balanced; Guidance and Counselling in which teachers will be trained on integration of guidance and counselling services in the delivery of the education curriculum.

This Programme will equip teachers and other stakeholders in schools and the communities with relevant information, values and skills that will enable them to effectively facilitate the teaching and learning processes.

We recommend AEP to you and trust that the materials will be valuable in your endeavour to meet the educational needs of the refugee learners and other beneficiaries from the host communities.

Hon. Janet Kataaha Museveni
MINISTER OF EDUCATION AND SPORTS

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Special thanks go to War Child Canada - Uganda for the financial support, their guidance in overseeing and taking timely decisions whenever necessary during the development and production of this AEP Christian Religious Education Syllabus.

We also express our gratitude to NCDC Subject Specialists and panel members for their professional guidance and technical assistance.

Furthermore, NCDC recognises the work of the editors who worked with the writers through the development of this document.

NCDC takes responsibility for any shortcomings that might be identified in this syllabus and welcomes suggestions for addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through: P.O. Box 7002, Kampala or e-mail admin@ncdc.org.ug or www.ncdc.org.ug.

Grace K. Baguma

DIRECTOR

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Introduction to Accelerated Education Programme

Worldwide, substantial alternative schooling programmes are developed to meet the basic education needs of under-reached children. Of recent, it has been increasingly recognized that the goals of Education for All cannot be achieved unless more attention is paid to educating out-of-school children (UNESCO, Global Monitoring Report, 2008). Indeed, the UNESCO Global Monitoring Report 2010 'Reaching the Marginalized' focused on this issue. In a bid to help developing countries achieve the Millennium Development Goals, there should be initiatives to incorporate elements of accelerated learning to achieve SDG 4.

The Accelerated Education Programme (AEP) in Uganda is a form of curriculum option which combines the stronger features of earlier mainstreaming approaches into the new design to raise the success rates for refugee community learners. The AEP secondary school tier is a bigger stride to address the education gap within refugee communities not only in Uganda but also other neighbouring countries. Benchmarking the Primary AEP programmes, the Secondary Education Programme intends to infer the entire process of education and its cognitive, emotional, and social components.

The Accelerated Learning Programme at Secondary school level focuses on completing learning in a shorter period of time, of two years. The AEP is complementary both in providing an alternative route and in matching its curriculum to the 'official' curriculum, thus allowing learners to return to formal schooling at some stage. The programme intends to promote access to education in an accelerated timeframe for disadvantaged groups, out of school and over-age children, and youths who missed out or had their education interrupted due to poverty, violence, conflict, and crisis. The goal of this programme is to provide learners with competencies equivalent to those in the formal system in an accelerated timeframe, with learners either transitioning back into the mainstream education or exiting with some competencies required for work.

Ideally, teaching AEP calls for a methodology that is interactive and learner-centred, incorporating other aspects of multiple-intelligence learning. Because teaching and learning are accelerated, and the curriculum content is compressed and condensed, the four 'P' elements are at the core of the accelerated learning cycle; processes, psychological, physiological, and physical. These core elements provide the physical and psychological space in which the learner can learn more effectively.

It is intentional to include alternative subjects in this programme e.g. life skills, peace education, environment, HIV and AIDS which are responsive to the context. Learners of AEP need alternative supporting knowledge and life skills to survive in the challenging world. It is equally important to note that this conception of accelerated learning requires an extremely well-resourced classroom and exceptionally well-trained teachers. The expanded learning time from the norm is because the teaching methodology is interactive and learner centred.

It is our hope that AEP will register considerable success in meeting the educational needs of these underserved populations, not only in terms of access and equity but also in being able to return to school and completion, and most importantly in getting measurable learning outcomes.

The Aim of this Christian Religious Education AEP Syllabus

Christian Religious Education (CRE) Teaching Syllabus aims at providing the teacher with guidance required to teach CRE to learners who will not go through the normal four years of Ordinary Level classes. It is meant to cover the most critical aspects of CRE without compromising on the expected standards. It will adequately prepare the learners for UCE. However, the creativity of the classroom teacher is important in this case.

Rationale for teaching Christian Religious Education

The aims of teaching Christian Religious Education are to:

- i) inculcate in the learners moral, ethical and spiritual integrity, tolerance, and human fellowship.
- ii) enable the learners to bring Christian values to the world by relating the content to the daily life in the changing and developing society where they are members .
- iii) help the learners to develop positive attitude towards God's creation and learn to respect , conserve and develop it.
- iv) enable the learners develop awareness of God and knowledge of His presence in the world.
- v) enable the learners acknowledge God as the Creator and the Almighty.

Content structure

The Accelerated Education Programme for CRE is divided into Five (5) themes which will be taught at two levels. The themes and the respective sub-themes for the two levels are indicated in the table below.

Level 1	Level 2
<p>1. Man in a Changing Society</p> <ul style="list-style-type: none"> a) Living in a changing Society b) Working in a changing Society c) Leisure in a changing Society <p>2. Order and Freedom in Society</p> <ul style="list-style-type: none"> a) Justice in society b) Service in society c) Loyalty in society 	<p>3. Life</p> <ul style="list-style-type: none"> a) Happiness b) Unending life c) Success <p>4. Man and Woman</p> <ul style="list-style-type: none"> a) Family Life b) Sex differences and the person c) Courtship and marriage <p>5. Man's Response to God through Faith and Love</p> <ul style="list-style-type: none"> a) Man's quest for God b) Man's evasion of God c) Christian involvement in the world

Note:

All the subthemes are discussed under each of the following dimensions; Present situation, African tradition, Church History, New and Old Testaments

Throughout the teaching and learning, Christian Religious Education emphasis must be put on:

a) Knowledge

- i) Knowledge of terminology
- ii) Knowledge of specific facts

iii) Knowledge of the practise acceptable according to the Christian faith

b) Comprehension or understanding which is ability to:

- i) explain standard Christian principles and practices.
- ii) translate between various forms of information presentation according to the five dimensions.
- iii) draw conclusions from the different dimensions in which the sub-themes are presented.

c) Application and higher abilities (values and attitudes) which is ability to:

- i) analyse presented information.
- ii) synthesise ideas from presented situations.
- iii) apply Christian principles in daily life.
- iv) exercise evaluative judgment in order to make decisions.

How to Use the Syllabus

This AEP CRE Teaching Syllabus has the following features:

a) Competence

This is a general statement of what the learner can exhibit/do as a result of learning all the concepts within each sub-topic. It is stated at the top of the table for each sub-topic in the detailed syllabus.

b) Learning Outcomes

These are the expected behaviour which the learner will exhibit after the study of the sub-topic. ***The teacher must ensure that all the outcomes are achieved.*** They have been provided to help the teacher clarify content and scope. The teacher should use the learning outcomes to plan his/her teaching strategies. Learning outcomes also guide in the evaluation at the end of learning process.

c) Number of Periods

These have been provided for each sub-topic. They are meant to guide the teacher in planning so as to cover all the content appropriately. However, the number of periods should allow for flexibility in order to cater for remedial teaching and carrying out practical activities where possible.

d) Suggested Learning Activities

These provide the teacher with guidance, for example, on the tasks which the learners must accomplish to acquire the learning outcomes. However, these are not the only activities since other tasks as may be suggested by the teacher should be used. The teacher should use appropriate strategy, such as individual or group work for the learners to carry out the activities effectively. Teachers should also encourage the learners to use a variety of resources such as library and the Internet.

d) Sample Assessment Strategies

These are meant to test the level of understanding for each sub-topic. However, other assessment strategies as suggested by the teacher and textbooks appropriate to the sub-topic should be used to assess the learners' achievement. The teacher is at liberty to come up with more of these to enable the learners understand the topic better. The sample assessment strategies are not meant to be a spot work for end of cycle examination but rather to assist the teacher in carrying out the formative assessment. Some of this assessment is done by observation and can be used to assess attributes like teamwork, confidence, scientific literacy, communication, leadership and organisational skills of the learners.

e) Notes/Hints to the Teacher

These clarify on the scope and depth of coverage the sub-topics. They should be taken seriously to avoid leaving out content or giving content beyond the scope of the learners.

Topic: Man in a Changing Society

Duration: 54 Hours

Sub-Topic 1: Living in a Changing Society

Duration: 18 Hours

Competency

The learner should be able to understand that in life, work or leisure, change is inevitable in order to develop coping mechanisms in all situations.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> a. understand change as a fact of life. b. appreciate the types and effects of change. 	<p>Present Situation</p> <p>Guide learners to:</p> <ol style="list-style-type: none"> i) exchange views about what they understand by change. ii) share own experiences and stories of what changes they have gone through for the last five years. iii) think, pair and share the following types of change: <ul style="list-style-type: none"> - Physical changes - Social change - Economic changes - Political changes since independence iv) discuss the causes and effects of change. 	<ul style="list-style-type: none"> • Individual learners write an essay about the changes they have gone through in a specified time scope • Individual learners write a summary about the physical changes they have gone through from the age of 13 to date. • Individual learners write a journal reflecting the political changes Uganda has gone through since independence. • Individual learners write a short answer on cards and share them with the rest of the class on the economic changes Uganda has

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
	v) share experiences and tell stories about the effects of changes they have gone through in their lives. vi) share own experiences of how they have responded to different types of change.	gone through since 1971. <ul style="list-style-type: none"> Listen to responses of the learners in a discussion about the social and economic changes.
The learner should be able to identify the various ways in which Africans marked the different stages of change in life.	African Tradition Guide learners to research and report about change in traditional society (status, rites of passage.	<ul style="list-style-type: none"> Individual learners make a report on the findings on the changes that were experienced in the African traditional society. Individual learners make a summary about each of the rites of passage, indicating the changes at each point.
The learner should be able to: <ol style="list-style-type: none"> appreciate the role of Adrian Atiman and Apollo Kivebulaya as agents of change. explain how evangelism has changed over the years. 	Church History Guide the learners to: <ol style="list-style-type: none"> research and report about change in Church History-Adrian Atiman and Apollo Kivebulaya as agents of change. work in groups and discuss change in worship and evangelism during the time when Christianity was introduced in Africa. 	Individual learners write a summary of how Adrian and Apollo were agents of change during the church history times in Africa.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> analyse the changes that are reflected in specific Old Testament texts. explain the changes specific people underwent after their encounter with God. understand the dialogue as an instrument of change. appreciate the role of prophets as change makers. 	<p>The Bible</p> <p>Old Testament</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> participate in choral reading of Genesis 1&2 and identify the responsibility God gave man and woman at creation. discuss the role of God as the initiator of change (Genesis 1:1- 2: 1). read and discuss changes experienced by Abraham, Moses, Joshua and the Israelites, and how they coped with them. understand Decalogue as an instrument of change for the Israelites. read the text in the Book of Amos and discuss how Prophet Amos was called to change towards God (Amos 5:7-15, 21 - 27' 6:1 - 7). 	<ul style="list-style-type: none"> The learners write short responses on a quiz about the responsibility of man in Genesis 1 & 2 Individual learners write a summary of the changes that Abraham, Moses, Joshua went through when they were called by God. The learners debate how the Decalogue was or not an instrument of change. The learners write about Amos as an agent of change.
<p>The learner should be able to appreciate the element of change in the different</p>	<p>New Testament</p> <ol style="list-style-type: none"> Guide the learners to participate in choral reading of the 	<ul style="list-style-type: none"> Individual learners write an essay using the New Testament biblical verses showing how Jesus'

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>passages.</p>	<p>Parables about the Kingdom of God, and discuss the elements of change there in.</p> <p>ii) The Parable of the Sower (Matthew 13: 1 – 14)</p> <p>iii) The Good Samaritan (Luke 10: 23 – 37)</p> <p>iv) The Parable of the Weeds (Matthew 13:24 – 33)</p> <p>v) The hidden treasure in the pearl and the fish net (Matthew 13: 44 – 51)</p> <p>vi) Jesus as an agent of change (Matthew 11: 2 – 6)</p> <p>vii) Christians as agents of change (Ephesians 2:11 – 22;1 Corinthians 12:12 – 26)</p>	<p>teaching brought changes to the people.</p> <ul style="list-style-type: none"> • Individual learners write a summary on the lessons Christians learn from • The learners act a role-play of the Parable of the Good Samaritan. • The learners answer open-ended questions about the changes reflected in the parables.

Hint to the Teacher

- i) Introduce the learners to Christian Religious Education.
- ii) Tell them the arrangement according to themes and sub-themes.
- iii) Explain to the learners the dimensions in which all sub-themes are discussed.
- iv) Provide the learners with reading materials; they may include newspaper extracts depending on the topic and dimension.
- v) The Bible is a key material when it comes to the Bible dimension. All the texts and verses must be read in order for the learners to attain the desired outcomes.
- vi) Give the learners time to discuss and provide their own views; steer the discussion in the right direction.
- vii) Encourage the learners to relate their experiences to the topic being discussed.

- viii) Guide the learners to make a summary of the discussed issues.
- ix) You also may give a few notes for the purposes of future revision.

Sub-topic 2: Working in a Changing Society

Duration: 18 Hours

Competency

The learner should be able to understand that in life, work or leisure, change is inevitable in order to develop coping mechanisms in all situations

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ul style="list-style-type: none"> a. understand the concept of work. b. appreciate the importance of work. c. explain problems associated with work and the solutions. d. identify the different ways in which work is abused, what causes it and how it can be solved. e. understand the factors influencing the choice of a career. f. identify measures put in place to make people work. 	<p>Work in the Present Situation</p> <p>Guide the learners to:</p> <ul style="list-style-type: none"> i) work in pairs and define the term <i>work</i>. ii) work in groups to identify the forms of work in your society. iii) through a brainstorming session to discuss the changing patterns of work today. iv) discuss why in our society today work is associated with a number of problems. v) in pairs to identify the work related problems today. vi) show ways in which people have abused work today. vii) discuss career and career choices today. viii) suggest ways in 	<ul style="list-style-type: none"> • The learners write short responses on the definition of work. • The learners answer open-ended questions about the forms of work in modern society provided by the teacher. • The learners make reflections on the patterns of work today. • The learners write about personal career choices and the reasons for their choices. • The learners summarise problems associated with work today.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
	<p>which the youth can love work today.</p>	<ul style="list-style-type: none"> The learners respond to a quiz on the ways work provided today is abused.
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the African view about work. appreciate the attitude of traditional African society towards work. understand the division of work in African traditional setting. 	<p>Work in Traditional African Society</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> discuss the African traditional understanding of work. tell a stories about the meaning and values of work in traditional African society. read and discuss what was done to make people have a positive attitude towards work. discuss in groups the patterns of work in the African traditional society. 	<ul style="list-style-type: none"> The learners write own understanding of work using an exit note. The learners research and report on the patterns of work in traditional African society. The learners write a poem about the good aspects of work in traditional Africa society. The learners write an essay indicating the reasons why Africans had positive attitude towards work.
<p>The learner should be able to understand the history of the church concept of</p>	<p>Church History</p> <p>Guide the learners to:</p>	<ul style="list-style-type: none"> The learners write a summary of work that was done in the

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
work.	<p>i) research and report the different types of work which were performed in the early church.</p> <p>Early Centuries</p> <p>ii) read and discuss the treatment of workers in the Roman Empire</p> <p>iii) work in groups to make presentations on how workers were treated in the Middle Age.</p> <p>iv) read and discuss reasons why people chose to live in monasteries and convents .</p> <p>v) discuss the contribution of monasteries and convents in the field of work.</p> <p>Middle Ages</p> <p>vi) work in groups and read about crafts and guilds unions in Europe and how they offered protection to workers and encouraged quality work.</p> <p>Industrial Age 18th to</p>	<p>church history times.</p> <ul style="list-style-type: none"> • The learners draw a table comparing ways workers were treated in the Roman Empire with the modern times. • The learners make presentations on the types work in the monasteries and convents. • The learners write an essay on the guilds in Europe during the Middle Ages. • The learners act a skit about the role of Christians like Lord Shaftesbury to improve working conditions during the Industrial Age. • The learners write short responses about the changes missionaries introduced about work.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
	<p>20th Century</p> <p>vii) read and discuss the role played by some Christians like Lord Shaftesbury to improve working conditions during the Industrial Age.</p> <p>Modern Africa</p> <p>viii) conduct a discussion on how missionaries changed the patterns of work.</p> <p>ix) discuss how missionaries influenced people's attitude to work.</p>	
<p>The learner should be able to understand the Old Testament concept of work.</p>	<p>Work in the Bible</p> <p>Old Testament</p> <p>Guide learners to:</p> <p>i) read and discuss God as a worker and initiator of work (Genesis 1 & 2).</p> <p>ii) read and discuss Genesis 1:26–31, and how human beings share in God's creative activity through work.</p> <p>iii) discuss and explain how at times work</p>	<ul style="list-style-type: none"> • The learners read Genesis 1 and 2 and summarise information about God as a worker. • The learners write a short essay explaining how work divided in the Old Testament • The learners use either Prophet Amos or Jeremiah to explain in three paragraphs ways in which

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
	<p>divides us. (Cain and Abel), the Tower of Babel.</p> <p>iv) read and discuss Exodus 1:8–15, 5: 7–19 Israelites as slaves in Egypt.</p> <p>v) read Deuteronomy 24: 5–22 and discuss Old Testament laws protecting workers.</p> <p>vi) read and discuss Jeremiah 22: 13–17, Ezra 3, Amos 5:11 ff. Prophets and their condemnation of workers' exploitation Proverbs 14:23–24.</p>	<p>workers were exploited in the Old Testament.</p> <ul style="list-style-type: none"> • The learners respond to a quiz on the laws protecting the workers.
<p>The learner should be able to:</p> <p>a. understand the values of work promoted in the New Testament.</p> <p>b. explain the importance of work according to the New Testament.</p>	<p>New Testament</p> <p>Guide learners to:</p> <p>i) read and discuss Matthew 25: 14–30, Matthew 25: 31–46 Jesus' teaching on the values which should be evident in our work.</p> <p>ii) discuss the value of working for the Kingdom of God (Jesus, his disciples and Apostles).</p> <p>iii) read in groups and interpret the verses related to work, and share the outcome with the class using the following biblical</p>	<ul style="list-style-type: none"> • The learners use Jesus' example to explain the nature of work He engaged in. • The learners use selected verses to write the lessons they learn about work.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
	texts: Colossians 3:23-24 , 1 Corinthians 10:31, Romans 12:11-12, Philippians 2:14 , 2 Timothy 2:6-7, Proverbs 10:4-5, Acts 20:35, 2 Thessalonians 3:10, 2 Thessalonians 3:11-12, Revelation 2:2-3, 1 Corinthians 4:12-13	

Hint to the Teacher

- i) Provide the learners with reading materials, such as newspaper extracts; but this should depend on the topic and dimension.
- ii) The Bible is a key material when it comes to the Bible dimension. All the texts and verses must be read in order for the learners to achieve the desired outcomes.
- iii) Observe the learners as they discuss and give their own views.
- iv) Using probing questions encourage the learners to relate their experiences to the topic being discussed.
- v) Guide the learners to make a summary of the discussed issues.
- vi) You may also give a few notes for the purposes of future revision.

Sub-topic 3: Leisure in a Changing Society

Duration: 18 Hours

Competency

The learner understands that in life, work or leisure; change is inevitable in order to develop coping mechanisms in all situations.

Learning Outcomes	Suggested and Learning Activities	Sample Assessment Activities
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the concept of leisure in the present situation. mention principles governing good leisure. appreciate the importance of leisure. 	<p>Present Situation</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> work in pairs, discuss and list the activities of both passive and active forms of leisure. brainstorm the benefits of leisure activities today. demonstrate forms of abuse of leisure today. work in groups and discuss the reasons for rampant abuse of leisure in the modern society. discuss the problems associated with leisure today. 	<ul style="list-style-type: none"> The learners develop and act out a skit reflecting different ways in which youth abuse leisure in the modern times. The learners write an essay about the problems associated with leisure
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the concept of leisure in the African traditional 	<p>African Tradition</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> read and discuss materials about leisure in traditional African society to come with 	<ul style="list-style-type: none"> The learners write a summary of the purpose of leisure in the African traditional society.

Learning Outcomes	Suggested and Learning Activities	Sample Assessment Activities
society b. identify ways in which traditional Africans used their leisure.	the meaning, purpose and activities. ii) work in groups and compare today's forms of leisure with African traditional society. iii) discuss the positive elements of leisure in African traditional society.	<ul style="list-style-type: none"> • The learners draw a table reflecting the differences in their understanding of leisure in the African traditional society and the present situation. • The learners use an exit note to list the specific leisure activities that ere enjoyed by the Africans in terms of age and sex.
The learner should be able to understand ways in which the early Church used leisure.	Church History a) The Early Centuries Guide the learners to: i) read materials about Church history and identify the leisure activities of in the early centuries. ii) discuss the reasons why Christians shunned them. iii) discuss the role of St Augustine in protecting Christians against such leisure activities. b) Middle Ages iv) discuss the nature of leisure activities in the	<ul style="list-style-type: none"> • The learners write a summary of leisure activities that existed in the early centuries. • The learners write own opinion about leisure activities in the early centuries. • The learners develop and act a skit on the leisure activities of the Middle Ages. • The learners write a speech by one of the

Learning Outcomes	Suggested and Learning Activities	Sample Assessment Activities
	<p>Middle Ages including appreciation of nature, writing, drama and poetry</p> <p>c) Reformation</p> <p>v) discuss the role of reformers in discouraging worldly entertainment.</p>	<p>reformers who discouraged worldly leisure activities.</p>
<p>The learner should be able to understand ways in which leisure was utilized/spent in the Old Testament (OT); mention purpose of the Sabbath Day and the New Testament (NT).</p>	<p>Leisure in the Bible</p> <p>Old Testament</p> <p>Guide the learners to:</p> <p>i) read and discuss Deuteronomy 5:12–15; the purpose of the Sabbath Day as a day for remembering God, for thanks giving and praising Him for His goodness).</p> <p>ii) discuss the view that leisure is time to rest from work and strengthen fellowship</p> <p>iii) Discuss Psalm 23: True peace is experienced through trust in God.</p> <p>iv) discuss the leisure activities in the Old Testament (pilgrimages 1Samuel 25:2–17) ceremonies, composition of hymns, recitation of the law etc.</p>	<ul style="list-style-type: none"> • The learners locate and reading the Old Testament & the New Testament verses that teach about leisure. • The learners read and report on the events of the Sabbath. • The learners write one of the recitations of the Old Testament.

Learning Outcomes	Suggested and Learning Activities	Sample Assessment Activities
	<p>New Testament</p> <p>v) read and discuss Mark 2:23–28, Jesus classification of the purpose of the Sabbath: to enable men to grow in freedom and fellowship as sons of God and as brothers of each other.</p>	<ul style="list-style-type: none"> • The learners write a summary of how Jesus spent leisure time.

Hint to the Teacher

- i) Provide the learners with reading materials. These may be newspaper extracts depending on the topic and dimension.
- ii) The Church history section should include the actual leisure activities, such as men fighting starved wild beasts, boxing matches, fights between slaves and prisoners, watching plays and reading stories about pagan gods among others in the early centuries.
- iii) The Bible is a key material when it comes to the Bible dimension. All the texts and verses must be read in order for the learners to achieve the desired outcomes.
- iv) Be the guide on the side and give the learners time to discuss and give their own views.
- v) Encourage the learners to relate their experiences to the topic being discussed.
- vi) Guide the learners to make a summary of the discussed issues.
- vii) You also may give a few notes for the purposes of future revision.

Topic: Justice in Society

Duration: 18 Hours

Learning Competency

The learner should be able to observe law and order, practise justice, respect human rights and be loyal to authority in the society.

Learning Outcomes	Suggested and Learning Activities	Sample Assessment Activities
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand justice according to the present context. understands cases of injustices in society today. understand the causes, effects and solutions of injustice in society today. 	<p>JUSTICE IN SOCIETY</p> <p>PRESENT SITUATION.</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> work in pairs and develop and agreed understanding of justice. brainstorm injustices in society today. work in groups to discuss injustices with specific references to injustices against women and children. discuss in pairs the concept of mob justice (definition, causes effects) in society. act a role-play which reflects the following: <ul style="list-style-type: none"> - Role of the Church - Role of the government - Role of the citizens in fighting injustices in society 	<ul style="list-style-type: none"> • The learners make a presentation on the injustices in society. • The learners use exit notes to generate a list of people who ensure the promotion and protection of justice in society. • The learners act a skit on corruption and bribery today as a form of injustice. • From the skit, the learners list down the problems of corruption today.
<p>The learner should be able to:</p>	<p>African Tradition</p>	<ul style="list-style-type: none"> • The learners write a description of

Learning Outcomes	Suggested and Learning Activities	Sample Assessment Activities
a. understand the concept of justice in the African traditional society. b. understand cases of injustices in the African traditional society.	Guide the learners to: <ul style="list-style-type: none"> i) think in pairs and share information about their concept of justice in African traditional society. ii) research and make report on the nature of injustices in African traditional society. iii) brainstorm the injustices in African traditional society. 	injustices in African Traditional Society <ul style="list-style-type: none"> • The learners write a short essay on traditional mechanism of solving injustices in the African traditional society.
The learner should be able to understand the cases of injustices in Church history.	Church History Guide the learners to brain storm the: <ul style="list-style-type: none"> - oppression of minority groups (Jews, Christians, Protestants, Muslims, immigrants, workers during the Church history. - saves and slave trade. - oppressed minorities. 	The learners research and write about injustices of the early Church

Learning Outcomes	Suggested and Learning Activities	Sample Assessment Activities
<p>The learner should be able to understand the concept of justice in the Old Testament times.</p>	<p>Bible</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> i) do choral reading of the following verses and discuss the aspects of justice and injustice: Genesis 3:1ff, 4:1ff, 11:1ff, 9:20ff, 34:12ff; Exodus 3:1ff; Micah 7:1; 2 Samuel 11:1. ii) discuss the Sinai Covenant as yardstick for justice in the Israelites community. iii) discuss the injustices in the Old Testament in the times of the following kings: <ul style="list-style-type: none"> - King Saul - King David - King Solomon - King Jeroboam - King Ahab 	<ul style="list-style-type: none"> • The learners read about Prophet Amos and write a summary of the injustices of the time. • The learners draw a table indicating the similarities and differences between the injustices today and the injustices that happened in the Bible.
<p>The learner should be able to understand the concept of justice in the New Testament times.</p>	<p>New Testament</p> <p>Guide the learners to read and discuss:</p> <ol style="list-style-type: none"> i) Matthew 5: 23–24 Reconciliation ii) Luke 18: 9–14 Miracles of Jesus' Love for neighbour (e.g. Mark: 2:1–1 iii) Mark. 5:27–28 Condemned adultery iv) Mark 10:1ff Condemned divorce v) Identify cases of injustices in the New 	<ul style="list-style-type: none"> • The learners use exit notes to write the cases of injustice in the New Testament. • The learners use the Bible references to summarise the cases of injustices in the New and Old Testament.

Learning Outcomes	Suggested and Learning Activities	Sample Assessment Activities
	Testament: adultery, divorce, oppression, discrimination, idolatry. vi) Ask learners to outline the different injustices	

Hint to the Teacher

- i) Choose a story on any form of injustice that is familiar to your learners in which you feel they can best respond, i.e. it can be bullying a newcomer in the school, domestic violence in a home, unfair treatment of children in a home by step-parents/uncles or aunts etc. Let them identify forms of injustices in the story; and also use other materials like newspaper clippings.
- ii) Guide the learners to identify the solutions to the problems of injustices in society.
- iii) Let the learners share their answers as a class.
- iv) In African traditional society, justice is viewed as a way of taking care of human needs, and decisions are generally taken by the group for the good of the entire community.
- v) Guide the learners to identify good practices about justice in African traditional society which they can also admire and can practice in their daily lives.
- vi) In Church history the ideas about slavery in Africa must be emphasized, also slavery in the biblical times.
- vii) In the biblical Decalogue the Israelites was a foundation of building a just society; it must be given a lot of emphasis.
- viii) Guide the learners to make a summary by reflecting on Uganda's constitution as well as school rules and regulations,

Topic: Order and Freedom in Society

Duration: 36 Hours

Sub-topic 1: Service in Society

Duration: 18 Hours

Learning Competency

The learner should be able to observe law and order, practise justice, respect human rights and be loyal to authority in society.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
<p>The learner should be able to:</p> <ol style="list-style-type: none"> know various forms of authority and service. appreciate the contribution of the various forms of authority. know various forms/expression s of authority in traditional African society. understand the changing patterns of authority (service) in modern Africa. 	<p>Service in Society</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> discuss the forms of service in the community today. brainstorm how authority means service to the community. various forms of service to the community: Discuss the view that Authority means service. discuss voluntary service, charity work, specify various forms of authority and their corresponding responsibilities by professionals and parents: <ul style="list-style-type: none"> - Civil leaders - Political leaders - Religious leaders - Parents 	<ul style="list-style-type: none"> • The learners write an essay on the forms of service in the communities where they live. • The learners develop and act a skit on the roles of civil, political and religious leaders in their communities.
<p>The learner should be able to understand the concept of service in traditional African</p>	<p>African Tradition</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> discuss service in 	<ul style="list-style-type: none"> • The learners draw different symbols of authority in African traditional

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
society.	<p>traditional African home and community.</p> <p>ii) identify the symbols of authority.</p> <p>iii) Discuss the importance of institutional uniforms</p> <p>iv) explain the importance of institutional bells.</p> <p>v) Explain the importance of signposts</p> <p>vi) discuss Authority in traditional Africa</p> <p>vii) discuss Religious authorities</p> <p>viii) discuss Family authority (parents/guardians, grandparents) civic leaders (Child Kings)</p>	<p>society.</p> <ul style="list-style-type: none"> The learners use an exit notes to list the persons who held positions of authority in African traditional society.
<p>The learner should be able to understand the concept of service in Church history.</p>	<p>Church History Guide the learners to: Discuss Service in the Early Church period in light of:</p> <p>i) Monasteries The Church in modern Africa:</p> <p>ii) Examples of men of service</p> <p>iii) Problems faced by the Church in service.</p>	<p>The learners research and make report on service in the early Church.</p>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
	<p style="text-align: center;">Bible</p> <p>Guide the learners to discuss how :</p> <p>i) The Israelites recognized God's authority as supreme:</p> <p>ii) Read and discuss Exodus 3: 16 – 20: Isaiah 44: 6 – 8 in light of authority and service.</p> <p>In classroom, learners discuss how :</p> <p>i) leaders abused authority</p> <p style="padding-left: 40px;">God is the author of life, and acts to free his people Psalm 136.</p> <p>ii) Men can abuse service Ezekiel 34: 1 Kings 4:1 – 5; 5:12; 2Samuel 11 & 12)</p> <p>iii) Jesus the good shepherd. He came so that man may have life John 10:10.</p> <p>iv) He teaches the true purpose of authority (service) John 14:6)</p> <p>v) Discuss how Jesus exercised His authority through:</p> <ul style="list-style-type: none"> • Preaching • Healing • Miracles Washing the feet of the disciples • Death on the Cross 	<ul style="list-style-type: none"> • The learners locate and read stories on how God exercised authority in the OT. • The learners brainstorm the teaching of Jesus about authority. • The learners demonstrate acts Jesus performed as a leader.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
	<ul style="list-style-type: none"> • Sending of the Holy Spirit 	

Hint to the Teacher

- i) Provide the learners with reading materials, such as newspaper extracts. This, however, will depend on the topic and dimension.
- ii) The Church history section should include the actual leisure activities, such as men fighting starved wild beasts, boxing matches, fights between slaves and prisoners, watching plays and reading stories about pagan gods among others in the early centuries.
- iii) The Bible is a key material when it comes to the Bible dimension. All the texts and verses must be read in order for the learners to achieve the desired outcomes.
- iv) Be the guide on the side and give them time to discuss and give their own views.
- v) Encourage the learners to relate their experiences to the topic being discussed.
- vi) Guide the learners to make a summary of the discussed issues.
- vii) You also may give a few notes for the purposes of future revision.

Sub-topic 2: Loyalty in Society

Duration: 18 Hours

Learning Competency

The learner should be able to observe law and order, practise justice, respect human rights and be loyal to authority in the society.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
<p>The learner should be able to:</p> <ol style="list-style-type: none"> a. understand loyalty in the present situation. b. understand the importance of loyalty. c. identifies forms of loyalty and disloyalty. d. know ways in which loyalties conflict. e. appreciate the desire to be loyal in society, school and family. f. describe how Christians deal with conflicting loyalties. g. share experiences on how African traditional society practised loyalty. 	<p>Loyalty in Society</p> <p>Present Situation</p> <p>Ask learners to:</p> <ol style="list-style-type: none"> i) tell ways loyalty can be expressed today. ii) discuss ways in which disloyalty is expressed today. iii) discuss importance of loyalty. iv) discuss forms of loyalty and disloyalty. v) give examples of conflicting loyalties. vi) research and make report on conflicting loyalties. vii) explain how Christians deal with conflicting loyalties. 	<ul style="list-style-type: none"> • Observe the learners demonstrating loyalty and disloyalty in their groups. • The learners research and report on the forms of loyalty and disloyalty in the early Church. • The learners research and make report on conflicting loyalties. <p>viii) The learners identify ways in which Christians deal with conflicting loyalties.</p>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
<p>The learner should be able to appreciate the value of Loyalty in the African traditional society.</p>	<p>African Tradition</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> i) work in small groups, to tell ways loyalty was taught in the African traditional society. ii) discuss how Africans express loyalty using proverbs, wisdom sayings, riddles and stories iii) discuss loyalty to leaders, elders and parents. iv) discuss how disloyalty can bring a curse in one's life. 	<ul style="list-style-type: none"> • The learners write a short story about ways loyalty was taught in the African traditional society. • Observe the learners narrate how disloyalty can bring a curse in one's life.
<p>The learner should be able to appreciate the value of Loyalty in the church History.</p>	<p>Church History</p> <p>Ask the learners to brainstorm how loyalty and disloyalty in the early, middle and recent times of the Church was experienced.</p>	<ul style="list-style-type: none"> • The learners use the knowledge loyalty in Church History to write an essay reflecting ways in which loyalty was expressed in the early church • The learners demonstrate the ways in which loyalty and disloyalty was expressed in Church history.
<p>The learner should be able to appreciate the value of Loyalty in the Old</p>	<p>Bible</p> <p>Guide the learners to work in small groups to</p>	<ul style="list-style-type: none"> • The learners research and make reports on how the Israelites

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
and New Testaments.	brainstorm how; i) Israelites observed loyalty to God. ii) Israelite loyalty vs God's faithfulness iii) -The prophets call to the Israelites to be loyal to God. iv) The New and Everlasting Covenant prophesized by Jeremiah (31:31 - 34) inaugurated by Jesus through His death. v) Jesus' expression of His loyalty to the father by death and people through His words and deeds John 8:28 - 29; 14:24; 4:34;	expressed loyalty to God. <ul style="list-style-type: none"> • Assign each group of learners to discuss the messages of the prophets who called people to be loyal to God. • Using group peer assessment, observes the learners demonstrate how Jesus practised loyalty.

Hint to the Teacher

- i) Provide the learners with reading materials, such as newspaper extracts. This, however, will depend on the topic and dimension.
- ii) The Church history section should include loyalties in the early centuries, such as burning incense to the Emperor, Christian persecution because of their loyalty to Christ, Uganda martyrs of Namugongo etc.
- iii) The Bible is a key material when it comes to the Bible dimension. All the texts and verses must be read in order for the learners to achieve the desires outcomes.
- iv) Be the guide on the side and give the learners time to discuss and give their own views.

- v) Encourage the learners to relate their experiences to the topic being discussed.
- vi) Guide the learners to make a summary of the discussed issues.
- vii) You also may give a few notes for the purposes of future revision.

Topic: Life

Duration: 36 Hours

Sub-topic 1: Happiness

Duration: 12 Hours

Learning Competency

The learner should be able to value life in totality, work towards success and happiness and appreciate that life after death starts with human deeds on earth.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
<p>The learner should be able to:</p> <ul style="list-style-type: none"> a. understand the various sources of happiness. b. understand the nature and sources of unhappiness today. 	<p>Happiness</p> <p>Present Situation</p> <p>Guide the learners to:</p> <ul style="list-style-type: none"> i) brainstorm the causes of happiness and unhappiness today. ii) discuss the integration and balance of the material, cultural, moral and spiritual aspects of human living in the present situation. iii) brainstorm the forms of unhappiness today. 	<p>The learners develop and act a skit to demonstrate the causes of happiness and unhappiness today.</p>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
<p>The learner should be able to understand sources of happiness and unhappiness in African traditional society.</p>	<p>Guide the learners to:</p> <ol style="list-style-type: none"> i) brainstorm the causes of happiness and unhappiness in traditional African society. ii) discussion the integration and balance of the material, cultural, moral and spiritual aspects of human living in the traditional African society. iii) brainstorm the forms of unhappiness in traditional African society. 	<ul style="list-style-type: none"> • The learners write an essay about the nature of unhappiness in traditional African society. • The learners develop and act a skit demonstrating the forms of unhappiness in traditional African society.
<p>The learner should be able to appreciate the role of the Gospel in attaining meaningful happiness.</p>	<p>Church History</p> <p>Ask the learners to brainstorm the following and the ways through which they attained happiness:</p> <ul style="list-style-type: none"> - Ignatius of Antioch - Cyprian of Carthage - Augustine of Hippo 	<p>The learners research and report on Ignatius of Antioch, Cyprian of Carthage and Augustine of Hippo and happiness during the history of the Church.</p>
<p>The learner should be able to:</p> <ol style="list-style-type: none"> a. understand sources of happiness in the Old Testament. 	<p>Bible</p> <p>Guide the learners to brainstorm on happiness in the Old Testament light of :</p>	<ul style="list-style-type: none"> • The learners read the biblical verses and make recordings about the Old Testament teaching

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
b. describe the sources of sadness in the Old Testament. c. appreciate Jesus as the source of happiness in the New Testament d. explain ways in which Christianity brings happiness to Christians.	i) unhappiness comes from not trusting in God. ii) Ecclesiastes 3: 1–22; life is a mixture of joy and sorrow. iii) Sources of happiness in the Old Testament iv) Genesis 2:23; companionship v) Genesis 2:6–7; having children vi) Psalms 37:1 ff vii) Psalm 133:1; union/fellowship with others. viii) Psalm 128:2 enjoying/sharing the fruits of labour/work ix) The prophecy of Jeremiah; Jeremiah 2:1–13, 8: 18 – 20, 30:10–22) Guide the learners to brainstorm on happiness in the New Testament light of : i) Jesus, Son of God made Man (the Good News of Salvation) Matthew 5:1–10; the fundamental attitudes (the Beatitudes) to God and life ii) Luke 19: 10; opens up one self to the	about happiness. <ul style="list-style-type: none"> • The learners identify ways in which unhappiness was expressed in the Old Testament. • The learners use the New Testament verses to role-play how Jesus is the source of happiness to Christians.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
	good news of the kingdom of God. iii) John 16: 16-22 Jesus' resurrection brings happiness	

Hints to the Teacher

- i) Guide the learners to identify what makes people happy today.
- ii) You can also distribute pieces of papers and let each learner write their ideas on what they think about happiness.
- iii) Share these ideas with the rest of the class.
- iv) In the section of African traditional society, the ideas that would bring happiness were clear cut i.e. possessions, good relationships with the ancestral spirits, friendships, fidelity, social influence. These should be emphasized.
- v) Guide the learners in groups to brainstorm what made people happy in the past (the teacher can make reference to BK 2 *Christian Living Today* p. 5, and also use an extract from *Things Fall Apart* by Chinua Achebe).
- vi) In the section of Church history, ideas about happiness among the early Christians should be well explained and brought out clearly to the learners i.e. Ignatius of Antioch, Cyprian of Carthage, Augustine of Hippo.
- vii) The Bible is a key reference when it comes to the Bible dimension. All the texts and verses must be read in order for the learners to achieve the desired outcomes (i.e. Creation stories highlights the aspects of both happiness and unhappiness, the Law of Moses, the Psalmist also has a lot of components of happiness and sadness, prophetic teachings like Prophet Jeremiah). In the NT Jesus reveals the attitudes of happiness in the Beatitudes.
- viii) Guide the learners in reading the Bible texts and summarise all the main points on the chalkboard.
- ix) Observe the learners as they write in their notebooks.

Sub-topic 2: Unending Life

Duration: 12 Hours

Learning Competency

The learner should be able to value life in totality, work towards success and happiness and appreciate that life after death starts with human deeds on earth.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the concept of unending life today. appreciate the true meaning of unending life from the Christian point of view as taught by the Apostles. 	<p>Unending Life</p> <p>Present Situation</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> work in groups and discuss the causes of death today. tell stories how death is perceived in their families. identify, the problems and solutions to causes of death. discuss the effects of death on the bereaved family. 	<ul style="list-style-type: none"> The learners write a story how death is perceived in their families. The learners write a summary about the causes of death in their societies.
<p>The learner should be able to:</p> <ol style="list-style-type: none"> trace the African tradition belief on unending life. mention the causes of death in African tradition. explain ways to avoid death. describe death rituals in African tradition. 	<p>African Tradition</p> <p>Guide the learners to work in groups and brainstorm the following:</p> <ol style="list-style-type: none"> The African concept of unending life; the causes of death in African societies; the living dead, the ancestors, the spirit world. The significance of 	<p>The learners research and make a report on how death was understood in the African traditional society.</p>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
	death rituals. iii) The dead resurrect in their children.	
The learner should be able to understand the teaching about unending life in Church history	Church History Ask the learners to think, pair and share about: <ol style="list-style-type: none"> i) belief about unending life at the times of Christ. ii) the preaching of the Apostles. iii) the Middle Ages. (distortion, fear of death, sale of indulgences) iv) the missionaries, correct teaching. 	The learners write and make presentations about how unending life was perceived during the Church history.
The learner should be able to: <ol style="list-style-type: none"> a. understand the New Testament teaching about unending life. b. appreciate the miracles of Jesus as the assurance of victory over death. c. appreciate that resurrection of Jesus is a fact and the assurance of our own resurrection as believers in Him. 	Bible Ask the learners to: <ol style="list-style-type: none"> i) Brainstorm the preaching of the apostles about unending life. Think, pair and share the biblical teachings on life after death in Old Testament <ol style="list-style-type: none"> ii) Old Testament teaching about unending life Psalm 73:21-26; Psalm.16; Daniel 12:1-3) iii) Belief in Sheol Ecclesiastes 38:9-20, Isaiah 38:9-20; Psalm 144:4; Ecclesiastes 3:12-13 	The learners write and make presentations about how unending life was perceived during the Old and New Testaments.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
	<p style="text-align: center;">New Testament teaching about unending life.</p> <p>iv) Victory over death/resurrection miracles John. 11:32–37; Luke 7: 11–17; Mark. 5: 21–24 and 35–43)</p> <p>v) Rejoicing in the fact of the resurrection 1Corinthians 15:1–28</p>	

Hint to the Teacher

- i) Provide the learners with some materials about death. These can be pictures of burials ceremonies or stories about deaths.
- ii) Give slips of paper on which the learners can write answers on the question: What is your own understanding happens to a person after death?
- iii) Let the learners share their answers with the whole class.
- iv) In the African traditional society, the dead were not dead (the living dead). In African tradition, life is/was seen as a gift with death as continuity of the family life of this earth into the spirit world.
- v) Guide the learners in groups to describe what happens/happened in one of the recent death in a family and let them recall the local customs, beliefs, and ideas about death and burial of this occasion.
- vi) In the section of Church history, encourage the learners to brainstorm the apostolic preaching about death.
- vii) Emphasize the aspect of how death was perceived during the Middle Ages and missionaries in modern Africa.
- viii) The Bible is a key material when it comes to the Bible dimension. All the texts and verses must be read in order for the learners to achieve the desired outcome. (The teacher should make reference to the Israelites' beliefs about unending life, Jesus' teachings about life after death especially raising miracles, His own death and resurrection, performance of Eucharist etc.
- ix) Make a summary on the main aspects of unending life.

Sub-topic 3: Success

Duration: 12 Hours

Learning Competency

The learner should be able to value life in totality, work towards success and happiness and appreciate that life after death starts with human deeds on earth.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand success in the Uganda's context. appreciates the need to succeed in life. set own goals and strategies of achieving success. appreciate the challenges and benefits of success. understand the true indicators of success. 	<p>Success</p> <p>Present Situation</p> <p>Ask the learners to:</p> <ol style="list-style-type: none"> share experiences about their success stories in secondary school. work in groups and discuss the successes registered by the Church. discuss and list down the failures of the Church today. work in pairs and set goals aiming at success. identify in a brainstorming session the values to uphold in order to attain success. discuss hindrances to success. work in pairs and generate a list of successful people in society with reasons. make a comparison of personal and social success. discuss indicators of success in Uganda today. 	<ul style="list-style-type: none"> The learners respond to a quiz prepared by the teacher requiring them to identify indicators of success. The learners write individual cases of people they consider successful. The learners write a short essay indicating the challenges successful people meet in society. The learners write a set of own goals and indicate how and when they intend to achieve them.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand success in the African traditional society perspective. explore ways in which success was achieved in the African traditional society. appreciate the view that Africans were successful and accountable to their society. 	<p>African Tradition</p> <p>Ask the learners to work in groups and discuss:</p> <ol style="list-style-type: none"> the concept of success in African traditional society. the communal/social nature of success vis-à-vis the personal nature of success. the meaning of success. their experiences about success. successful personalities in the traditional African communities 	<ul style="list-style-type: none"> The learners act a skit to demonstrate what an African family/society regarded as success. The learners write about indicators of success in traditional African society.
<p>The learner should be able to explore ways in which success was achieved in the early Church.</p>	<p>Church History</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> discuss the growth of the Church. in number, geographical spread, buildings, Art mutual love, historical survival, Leaders etc. work in groups to discuss ways in which the Church has failed through divisions, wars, moral compromises, corruption and segregation etc. 	<ul style="list-style-type: none"> The learners write essays on the successes registered by the Church. The learners research and record the failures of the Church.
<p>The learner should be able to understand the Old</p>	<p>Bible</p>	<ul style="list-style-type: none"> The learners write respond to a quiz requiring

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
Testament perspective of success.	<p>Old Testament</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> i) read the Biblical texts and discuss success. ii) analyse the character of people who were successful in the Old Testament. iii) brainstorm the biblical teachings about success using the following biblical texts. <ul style="list-style-type: none"> - The Law as a guide to success, Deut 6: 1-9; Ps 1; - The suffering righteous, Job 1:1-3; 21: 7-15 	<p>the indicators of success in the Old Testament.</p> <ul style="list-style-type: none"> • The learners write individual cases of people they consider successful in the Old Testament.
The learner should be able to understand the New Testament perspective of success.	<p>BIBLE</p> <p>New Testament</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> i) read and discuss the success of Jesus Christ in the following biblical texts: Philippians 2:1-11; Matthew 4:1, Philippians 2:1-11; Matthew 4:1. ii) read and discuss Jesus' teaching about success in Matthew 19:16-22; Luke 9:23-26; Romans 12:1-21. iii) read and discuss Paul's teaching about success. iv) discuss the similarities 	<ul style="list-style-type: none"> • The learners read biblical stories about success and record their findings in their note books. • The learners draw a table and make a comparison between success in the Old Testament and the New Testament.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Activities
	<p>and differences between success in the Old Testament and that in the New Testament.</p>	

Hint to the Teacher

- i) Provide the learners with reading materials. These may include newspaper extracts that describes both success and failure in life.
- ii) Guide the learners in groups to identify what they consider to be success by giving also personalities who they consider to be successful.
- iii) Let the learners give reasons why they consider such people successful. This is to discover ideas from them what success means.
- iv) In African traditional society, success was accorded more to one's personality than material achievement.
- v) Guide the learners through a traditional tale on some traditional ideas about successful living.
- vi) In Church history, success was realised in terms of numbers, geographical spread, age, buildings and art, leaders etc.
- vii) Guide the learners in groups to brainstorm the success of the Church during the apostolic period.
- viii) Using the Bible, guide the learners to read in group the verses/texts about success in both the Old and New Testament.
- ix) Let the learners in their respective groups identify the different personalities who have been regarded as successful in the bible.
- x) Summarise the main ideas on the chalkboard.

Topic: Man and Woman

Duration: 36 Hours

Sub-topic 1: Family Life

Duration: 12 Hours

Learning Competency

The learner should be able to appreciate family life, sex differences and marriage in fostering the values of love, respect, honesty, generosity and faithfulness for a harmonious society.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> a. understand the different types of families, their advantages and disadvantages. b. evaluate the problems facing families today. 	<p>Family Life Present</p> <p>Situation</p> <p>Ask the learners to:</p> <ol style="list-style-type: none"> i) list down different types of families in their society. ii) brainstorm the advantages and disadvantages of the different types of families. iii) discuss types of families (nuclear, extended). Nuclear (advantages and disadvantages). iv) extended (Advantages and Extended (Advantages and disadvantages). v) patrilineal (advantages and disadvantages). vi) matrilineal (advantages and 	<ul style="list-style-type: none"> • The learners work in groups and make presentations about the different types of families. • The learners draw a family tree and indicate the different components of members in a family. • Listen the learners discuss the causes of domestic violence. • The learners debate the benefits of women emancipation in Uganda.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
	disadvantages). vii) discuss problems facing families today. viii) brainstorm modern roles of men and women in families. ix) discuss domestic violence (forms, causes, effects and solutions) x) women emancipation in light of family.	
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the African traditional perspective of family. analyse the position of polygamy in African traditional society. appreciate the changing patterns in family life today. 	<p>African Tradition Society</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> work in groups and discuss the importance of children in African traditional society and today. discuss the position and roles of men, women in traditional African society. discuss the importance of children in traditional African society. discuss polygamy types, reasons, advantages and disadvantages. share stories about 	<ul style="list-style-type: none"> The learners discuss the importance of children in African traditional society and today. The learners draw a table showing the roles of men and women in the African traditional families.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
	<p>ways in which education of children was provided in the family.</p> <p>vi) discuss the relationships among family members.</p> <p>vii) discuss the changing patterns in family life in Africa.</p>	
<p>The learner should be able to:</p> <p>a. appreciate the different patterns of family life that existed in Church history.</p> <p>b. appreciate the Christian ideal of mutual love and respect.</p>	<p>Church History</p> <p>Ask the learners to:</p> <p>i) work in groups and discuss on the concept of family life in early centuries in Africa.</p> <p>ii) discuss family life in early centuries in Africa.</p> <p>iii) act a skit about existing patterns of family life. Those accepted by Christianity and those challenged by Christianity. Christian family life before and after reformation of the Christian church</p> <p>iv) discuss attitudes of Christian Missionaries towards African traditional family customs of</p>	<ul style="list-style-type: none"> • The learners research and reporting on family life in the early Church. • The learners write essays about the different patterns of family life that existed in Church history.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
	<p>polygamy, inheritance of widows, etc.</p>	
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the Old Testament teaching about family life. appreciate the position of the Bible on divorce and polygamy. appreciate the role of the family in the Old Testament. 	<p>Bible</p> <p>Old Testament</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> discuss the Old Testament teaching about the family as the basic unit of society (Genesis 12:1-5). discuss children as a sign of God's blessings (Genesis 15:2 Psalms 128:3-1 Samuel 1:8; Genesis 30:1-8). read and discuss (Exod. 20:12, Deuteronomy 5: solidarity). read and discuss divorce (Malachi 2:13-16 permitted, Deuteronomy 24:1ff condemned). read and discuss polygamy practised (1Kings 11). locate, read and discuss Old Testament teachings about the roles of husband and wife and children in the family. 	<ol style="list-style-type: none"> Individual learners write a summary of the Old testament teachings about family. Individual learners write a short essay reflecting children as gifts from God basing on Old Testament teachings.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the New Testament teaching about family life. appreciate the position of the Bible on divorce and polygamy. appreciate the role of the family in the New Testament. 	<p>New Testament Guide the learners to:</p> <ol style="list-style-type: none"> discuss the ideal of monogamy (Mark. 10: 1 –12). read and discuss mutual love and respect (Mark. 3:31–35). discuss family as an outward looking to a wider human community (Luke 2:46–50, 9:57–62). discuss and summarise the relationship within the family (Ephesians 6:1–4, Col 3:18–21, 1). 	<ul style="list-style-type: none"> The learners write essays on the value of monogamy as presented in the New Testament. The learners write summaries of the importance of mutual respect as presented in the New Testament.

Hint to the Teacher

- Guide the learners to write down the members in their homes.
- Let each learner identify the roles of each family member including themselves. Let them share their responses with rest of the class.
- Guide the learners to understand the meaning of a family and its types (use Christian Living Today pages 52 and 53 of bk2 to identify nuclear and extended family, patrilineal/matrilineal families, polygamy/ monogamy with its associated advantages and disadvantages.
- In African Traditional Society section, guide the learners to discover the importance of children in traditional African family.
- In Church history dimension, let the learners explore the aspects of changing partners of family life during early centuries and when the missionaries came to Africa.
- In section of the Bible, the Old Testament texts should be read and through group discussion, the teacher guides the learners to link the Old Testament teachings about family life with that of the previous dimension. In the New Testament, the teacher guides the

learners to discover Jesus' teaching about family life through the Gospel writers and also find out St. Paul's teaching about family life.

Sub-topic 2: Sex Differences and the Person

Duration: 12 Hours

Learning Competency

The learner should be able to appreciate family life, sex differences and marriage in fostering the values of love, respect, honesty, generosity and faithfulness for a harmonious society.

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> appreciate sex differences and separate sex roles in society. analyse cases of inequality and equality today. appreciate the achievements of women. understand the challenges facing women. appreciate the efforts being put to address the evil of inequality in society. value one's gender. 	<p>Sex Differences and the Person</p> <p>Present Situation</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> read relevant materials and define gender, sex and sexuality. discuss human sexuality. discuss the inequality between men and women today. work in pairs to identify the equal rights between men and women today. discuss achievements of women organizations and personalities in the struggle for equality of persons. discuss the challenges facing women organizations. discuss the role of the 	<ul style="list-style-type: none"> The learners list down role models of successful women in your society. The learners write the achievements of different sectors in promoting women in society. The learners write about a case of gender-based violence, indicating the causes and effects.

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
	<p>following in the promotion of equality in society:</p> <ul style="list-style-type: none"> - Government - Church - Schools <p>viii) read and discuss sexuality education today.</p> <p>ix) discuss challenges of sexuality education today.</p> <p>x) discuss the steps taken to form a relationship between male and female.</p> <p>xi) research and report about gender-based violence.</p> <p>xii) research and report on responsible and irresponsible sexual behaviours.</p> <p>xiii) discuss effects of irresponsible sexual relationships.</p>	
<p>The learner should be able to:</p> <p>a. understand ways in which women were discriminated in African traditional society.</p> <p>b. appreciate the significance of sex education in nurturing and upholding morals in society.</p>	<p>African Tradition</p> <p>Guide the learners to:</p> <p>i) discuss the value of equality in the African traditional society.</p> <p>ii) discuss ways in which practice of equality was achieved.</p> <p>iii) make a research on ways in which sex education in African tradition was imparted .</p> <p>iv) brainstorm male and female relationships today and in African traditional society.</p>	<ul style="list-style-type: none"> • Individual learners write a summary of the content of sex education in the African traditional society. • Individual learners write a short paragraph about the treatment of women in traditional African society.

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand Christian ideal of respect for persons. appreciate the contribution made by Hana Kageye and Yohana Kitagana to society. 	<p>Church History</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> read and discuss the contribution of Hana Kageye and Yohana Kitagana to Christians in combating inequality. discuss the Christian ideal of respect for persons whether male or female. discuss the role of African leaders trained by the missionaries. 	<p>Individual learners make a summary of the women who made a contribution in the area of women.</p>
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand cases of equality and inequality of sexes in the Old Testament. evaluate examples of prominent women in the Old Testament. understand Old Testament teaching on equality and inequality. 	<p>Bible</p> <p>Old Testament</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> read and discuss the teaching about equality of sex (Genesis1: 26–31, 2:18–25, 1:27–28, 3:1ff, Leviticus 19: 18). discuss the teaching about equality of sex in the Old Testament by: <ul style="list-style-type: none"> - reading and discussing (Genesis1:26–31, 2:18–25, 1:27–28, 3: 1ff; Leviticus 19: 18). - reading and discussing (Deuteronomy 15:12–14; Exodus 22:20–20: 22, 3:7– 	<p>Learners write an essay explaining the Old Testament teaching</p>

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
	<p>10, etc.)</p> <p>ii) explain sex inequality in the Old Testament as shown in (Exodus 2:7; Genesis 3:8-17; 29: 18-28).</p> <p>iii) read and discuss 2 Samuel 11:1ff; Deuteronomy. 24 1ff; 1 Kings 11: 4; 2 Samuel 24:9, 1Kings 5:13-18) to identify key aspects of relating to sex equality.</p>	
<p>The learner should be able to:</p> <p>a. understand the New Testament teaching about equality of sexes.</p> <p>b. appreciate the Christian advocacy for equality of sexes.</p> <p>c. appreciates both sexes as children of God and joint heirs to the kingdom of God.</p>	<p>New Testament</p> <p>Guide the learners to:</p> <p>ii) discuss the unity in diversity 1 (Corinthians 12:12-30).</p> <p>iii) explain how Jesus proclaimed the dignity of persons based on love as the foundation of all relationship (John 13:34-35; 1:14-16; Mark 10:13-16; John 3; Luke 16; Gal 5:13-15; Philippians. 3:2-5).</p> <p>iv) read and discuss how Jesus is open to all kinds of people whatever their:</p> <ul style="list-style-type: none"> - race (John 4:1-9). - social status (Mark 1:40-45). - profession (Mathew 9:9-13). - moral life (Jn10:38-42, 11:1-5, Luke 7:36-39). 	<p>1) Learners write a summary indicating how Jesus associated with women in the Bible with respect</p>

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
	<ul style="list-style-type: none"> - sex (Luke 10:38-42; John 11:1-5). - age (Mark 10: 13-160). v) debate the view that discrimination of any form is a denial of the family ties that hold people as in Mathew 5:43 vi) read and discuss Christian unity as found in Galatians 3:2-28 	

Hint to the Teacher

- i) Provide the learners with reading materials to understand the difference between man and woman.
- ii) Guide the learners to discover the equality and inequality among men and women today from the reading materials provided.
- iii) In the African Traditional Society section, guide the learners to debate how sex education was imparted in African traditional society.
- iv) In Church history dimension reference should be made to personalities such as Hanan Kageye and Yohana Kitagana in their efforts in improving the position of women in the society.
- v) In groups, let the learners read texts about the contribution of women in the Bible.
- vi) Make reference to Jesus' teachings about the equality of mankind.

Sub-topic 3: Courtship and Marriage

Duration: 12 Hours

Learning Competency

The learner should be able to appreciate family life, sex differences and marriage in fostering the values of love, respect, honesty, generosity and faithfulness for a harmonious society.

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand courtship and marriage. appreciate principles that guide courtship and marriage. appreciate the changing patterns of courtship. appreciate the value of courtship and marriage. explain factors to consider when choosing a marriage partner today. acknowledge the acceptable forms of marriage in Uganda. 	<p>Courtship & Marriage</p> <p>Present Situation</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> read and discuss different materials about courtship and marriage and summarise the following: <ul style="list-style-type: none"> - Principles that guide courtship - Changing patterns of courtship - Values of courtship - Dangers associated with courtship - Factors to consider when choosing a marriage partner today - Types of marriage and their characteristics—religious, 	<ul style="list-style-type: none"> • Individual learners write an essay depicting the difference between courtship and marriage. • Individual learners generate a list of qualities of a good marriage partner. • The learners write down the different types of marriage. • Individual learners use an exit note to write down the acceptable types of marriage in Uganda • Individual learners write a short essay explaining the changing

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
	<p>Christian, customary and civil.</p>	<p>patterns of marriage in Uganda today.</p>
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand courtship and marriage in African traditional society. appreciate bride wealth and its importance. know ways in which bride wealth was abused. evaluate the understanding of marriage in African traditional society. understand polygamy and why Africans valued it. analyse problems associated with polygamy. understand divorce from the perspective of traditional African society. 	<p>African Tradition</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> discuss the African understanding of courtship and marriage. work in pairs and identify the importance of courtship and marriage. work in groups and come up with the definition of bride wealth. discuss the importance of bride wealth in the African traditional society. debate the abuse of bride wealth. discuss the definition of polygamy. debate the value of polygamy in the African traditional society. discuss divorce with emphasis on causes and effects, and why it was allowed in African traditional society. 	<ul style="list-style-type: none"> The learners debate the issue of bride wealth in any society. The learners debate the importance of polygamy in African traditional society. Individual learners write a summary of characteristics of the African traditional family.

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
<p>The learner should be able to understand the concept of marriage in Church history.</p>	<p>Church History</p> <p>Guide the learners to:</p> <ul style="list-style-type: none"> i) brainstorm the types of marriage in the early Church. ii) discuss monogamy as the ideal type of marriage (1 Timothy 3:2, 1 Corinthians 7:2) iii) work in pairs to explain freedom of choice of a partner and growing relationships. iv) discuss the changing patterns of marriage in Church history of Christian wedding. 	<p>Individual learners write a summary of the Church history understanding of marriage.</p>
<p>The learner should be able to:</p> <ul style="list-style-type: none"> a. understand marriage according to the Old Testament context. b. appreciate the implications of marriage according to Hosea 1–2. c. appreciate love as the foundation of successful marriage. d. appreciate 	<p>Bible</p> <p>Old Testament</p> <p>Guide the learners to:</p> <ul style="list-style-type: none"> i) read the Bible and justify that marriage was willed by God. ii) read Genesis 1 and 2 to explain that man shares in God’s creative activity. iii) read and discuss the view that man and woman are 	<p>Individual learners locate, read and summarise Old Testament and New Testament teachings about marriage in the Bible.</p>

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
marriage as a God-given institution necessary for man and woman.	equal: both are made in God's image. Hosea 1-2. iv) discuss and explain the view that marriage is a covenant between a male and a female.	
The learner should be able to understand marriage according to the New Testament context.	New Testament Guide the learners to: <ul style="list-style-type: none"> i) discuss the ideal relationship between husband and wife in light of harmony to which God has called all people. ii) brainstorm the view that love is the foundation of Christian marriage. iii) read and discuss the nature of Christian love in marriage as a symbol of Christ's love for the Church Romans 6; Ephesians 5:21-33 iv) read and discuss how Jesus recognized the marriage institution (Mark 2:19; John 3:29; John 2:1-11). 	Individual learners write a summary of the general New Testament teachings about marriage.

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
	v) read and discuss Ephesians 5:21 in light of Christian marriage.	

Hints to the Teacher

- i) At all times try to encourage the learners to work in groups so that they learn from each other. For instance, let them in groups debate about the advantages and disadvantages of courtship.
- ii) Give the learners time to study the relevant material for the topic. Resource materials could be wedding pictures, today's introductions ceremonies,
- iii) Provide guidance during the discussions as your view is very important in the process of teaching and learning. Emphasize the aspects of bride wealth, choice of marriage partners in African traditional society.
- iv) Provide information on the Church history section i.e. monogamy has been promoted as an ideal form of marriage.
- v) The learners must read the Bible texts and discuss them in relation to the topic.
- vi) Give comments on all presentations made.
- vii) Make an assessment of learning in each of the lessons.
- viii) All the learners, with your guidance, should have a written summary of the outcome of the discussions in each lesson.

Topic: Man's Response to God through Faith and Love

Duration: 36 Hours

Sub-topic 1: Man's Quest for God

Duration: 12 Hours

Learning Competency

The learner should be able to discover how people respond to God according to the different dimensions in order to find meaning to life.

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
<p>The learner should be able to:</p> <ul style="list-style-type: none"> understand the need to search for God. explain the how the search for God leads to the truth. evaluate the search for God to the meaning of life. 	<p>Present Situation</p> <p>Guide the learners to work in groups to:</p> <ol style="list-style-type: none"> discuss ways people search for God in the different societies today. These should include: prayers, fellowship, alms-giving, self-sacrifice, worship, pilgrimages, crusades, sharing, accepting sacraments, baptism, confirmation, construction of churches. research and report about ways in which people discover the truth and meaning of life through searching for God. 	<ul style="list-style-type: none"> Individual learners write an essay about how people search for God in the modern times. Individual learners write a summary of the reasons why people today search for God.
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the 	<p>African Tradition</p> <p>Guide the learners to discuss in</p>	<ul style="list-style-type: none"> Individual learners write an essay describing the ways

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
<p>nature of God according to the African traditional society.</p> <p>b. understand beliefs in African traditional religion.</p> <p>c. understand the good and bad spirits.</p> <p>d. know different dwelling places for the spirits.</p>	<p>order to:</p> <ol style="list-style-type: none"> i) identify the African religious beliefs they should include: Belief in God, ancestors, divinities and spirits. ii) explain the attributes of God which include: the reality, uniqueness, oneness of God and power of God. iii) analyse how the Africans acquired their religious beliefs. iv) identify the good and bad spirits. v) discuss the dwellings of the spirits. These should include: mountains, rocks, river, trees and shrines. vi) explain the religious practices of the Africans. These should include: sacrifices, offerings, exchange of gifts, sharing food/drinks, alms giving/hospitality, naming of new born babies, prayer, practices of morality and observation focusing on different religions in Africa. 	<p>Africans worshipped their God.</p> <ul style="list-style-type: none"> • The learners research and report on the role of ancestors, divinities and spirits in African worship. • The learners draw the dwelling places of the spirits. • Individual learners make a written summary on how the Africans searched for God.
<p>The learner should be able to:</p> <p>a. understand ways in which the early century</p>	<p>Church History</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> i) discuss how people in the early centuries in Africa 	<ul style="list-style-type: none"> • Individual learners write a summary about Augustine of Hippo and Clement of Alexandria.

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
<p>Christians sought God and the truth.</p> <p>b. explain ways in which different religions search for God.</p>	<p>searched for God.</p> <p>ii) research and write a report on the ideas of philosophers of the time.</p> <p>iii) research and write a report about the mystery religions of the time.</p> <p>iv) read and write about the philosophers especially those concerned with the right living.</p> <p>v) read and summarise seekers of God at the time, that is, Clement of Alexandria in Egypt and Augustine of Hippo</p> <p>vi) research and report about the accommodative attitudes of the Nobili and Ricci.</p>	<ul style="list-style-type: none"> • Individual learners make a presentation about the mystery religions of the time. • Individual learners make a presentation about the philosophers especially those concerned with the right living.
<p>The learner should be able to:</p> <p>a. understand the concept of evasion God in the Old Testament.</p> <p>b. understand the concept of evasion God in the New Testament.</p>	<p>Bible</p> <p>Guide the learners to:</p> <p>i) Locate the verses in the Bible, read and discuss the following:</p> <ul style="list-style-type: none"> - The effects of sin on God's relationship with man, and man with fellow man. - Restoration of the broken relations and relationships (Gen. 12:1-3). - The Call of Moses: (Exodus 3:1-2). - The Call of Jeremiah (Jeremiah 1:1-10). - God's revelation and intervention in 	<p>Individual learners make a summary of the following:</p> <ul style="list-style-type: none"> - The Call of Abraham - The Call of Moses: Exodus 3:1-2 - The Call of Jeremiah. - God's revelation and intervention in Israelites' history Exodus 24:1-8 - Hope of God's salvation exclusive or open): The story

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
	<p>Israelites' history (Exodus 24:1–8).</p> <ul style="list-style-type: none"> - Hope of God's salvation (exclusive or open): The story of Ruth and Jonah. - Universal salvation (Isa. 45:18, 23; 49:1, 12–13; 55:5). - Hebrews. 1:1–2, shows fulfilment of the Old Testament revelation of Jesus affirms He has come. - Luke 3:6, 6:35, 10:14); Jesus and non-Jews. - The Good News, not a reformed Judaism. It is something new and unexpected (the Kingdom of God) John 11:45–54 beliefs. 	<p>of Ruth and Jonah.</p> <ul style="list-style-type: none"> - Universal salvation Isa. 45:18, 23; 49: 1, 12 – 13; 55:5. - Hebrews. 1:1–2; Shows fulfilment of the Old Testament revelation of Jesus • The learners write about the goodness of God and why people search for Him.

Hint to the Teacher

- i) Try at all times to encourage the learners to work in groups.
- ii) The learners should be given opportunity to express their views.
- iii) Give the learners time to read the relevant material for the topic.
- iv) Provide the learners with information on the Church history section.
- v) Ask the learners must read the Bible texts and discuss them in relation to the topic.
- vi) Give comments on all presentations made.
- vii) Make an assessment of learning in each of the lessons.
- viii) With your guidance, all the learners should have a written summary of the outcome of the discussions in each lesson.

Sub-topic 2: Man's Evasion of God

Duration: 12 Hours

Learning Competency

The learner should be able to discover how people respond to God according to the different dimensions in order to find meaning to life.

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand ways people evade God today. understand why some people think that there is no God. 	<p>Man's Evasion of God</p> <p>Present Situation</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> discuss causes and ways in which God is evaded today. explain reasons why people evade reality. work in pairs to identify reasons why some people today think there is no God. 	<ul style="list-style-type: none"> The learners Summarise ways people search for God in the different societies. Individual learners write an essay discussing reasons why people evade the God. The learners role-play ways in which people evade God today.
<p>The learner should be able to:</p> <ol style="list-style-type: none"> trace how people in traditional African society evaded God. understand the elements in magic and witchcraft that constitute evasion of God. 	<p>African Tradition</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> discuss ways in which people in traditional African society evaded God. brainstorm ways magic and witchcraft is a form of evading God. 	<ul style="list-style-type: none"> Individual learners write a paragraph about the ways Africans worshipped their God. The learners research and report on the role of ancestors, divinities and spirits in African worship.

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand how people in the early Church searched for God. discover how Ambrose and Augustine eventually turned to God. identify ways in which other cultures have altered Christian beliefs. 	<p>Church History</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> brainstorm ways people searched for God in the early Church. read and summarise the search for an easier doctrine of the time. research, discuss and report about the two reformers: Ambrose and Augustine. read and discover the reformers' quest for God. living without God (educated people, secular governments, and ban on religion by government). discuss and discover how other cultures influence Christian beliefs. 	<p>Individual learners write a summary of the easy doctrine of the time.</p>
<p>The learner should be able to:</p> <ul style="list-style-type: none"> identify ways in which God was evaded in the Old Testament. understand the Old Testament teaching that was 	<p>Bible</p> <p>Ask the learners to:</p> <ol style="list-style-type: none"> use the Bible to locate, read and discuss the verses reflecting people's evasion of God in the Old Testament <ul style="list-style-type: none"> Leave it all to God; 	<p>Individual learners make a summary of ways in which people evaded God in the Old Testament.</p>

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
<p>misunderstood leading to evasion.</p>	<p>how people turn against Yahweh in favour of the gods of other nations Isaiah 40:21–26).</p> <ul style="list-style-type: none"> - Moving away from the covenant 2 Samuel 7:1–16, Isaiah 5:1–7; Jeremiah 7:1–12. - Reliance on secret objects 1Samuel 4:1–11, religious rituals, sacrifices etc. 1Samuel 1:10–15; 58:1–12 - False independence of God (ignoring God) Ezek. 28:1–5; Genesis 3 Psalm: 53. - Manipulation of God Isaiah 58:1–7 	
<p>The learner should be able to discover ways in which God was evaded in the time of Jesus.</p>	<p>New Testament</p> <p>Guide the learners to:</p> <ul style="list-style-type: none"> i) discuss Jesus’ attack on religionism (supplementing love for God with religious activities). ii) discuss ways in which religion had lost meaning. iii) debate the false reasons for fasting. iv) explain religious 	<p>Individual learners make a summary of ways in which people evaded God in the New Testament.</p>

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
	<p>hypocrisy of the Pharisees (Mark 7:1-13).</p> <p>v) discuss and write about discrimination (Mark. 7:24-30; Luke 7:1-10</p> <p>vi) discuss Jesus' attack on indifferentism (indifference to God) Luke12:13-12; Luke 16:19-31</p>	

Hint to the Teacher

- i) At all times try to encourage the learners to work in groups.
- ii) The learners should be given opportunity to express their views.
- iii) Give the learners time to read the relevant material for the topic.
- iv) Provide the learners with information on the Church history section.
- v) The learners must read the Bible texts and discuss them in relation to the topic.
- vi) Give comments on all presentations made.
- vii) Make an assessment of learning in each of the lessons.
- viii) With your guidance, all learners should have a written summary of the outcome of the discussions in each lesson.

Sub-topic 3: Christian Involvement in the World

Duration: 12 Hours

Learning Competency

The learner should be able to discover how people respond to God according to the different dimensions in order to find meaning to life.

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the concept of Christian involvement in the world. appreciate how faith and prayer expresses human response to God. 	<p>Present Situation</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> brainstorm how Christians participate in current affairs of the country. discuss Christian involvement in the world as witnesses and agents of change in the following sectors: <ul style="list-style-type: none"> - Social - Religious - Ethical - Political - Education - Health 	<ul style="list-style-type: none"> • The learners act a skit about Christian involvement in current affairs. • Individual learners tell a story about a Christian know to them who has taken an active role in the health sector. • The learners write about Christians in society, who has taken an active role in the education field.
<p>The learner should be able to:</p> <ol style="list-style-type: none"> appreciate the influence of Christians on African traditional, religion, culture and attitude. appreciate ways in which people responded to God. 	<p>African Tradition</p> <p>In plenary, guide the learners to brainstorm how people in African traditional society were influenced by Christianity through:</p> <ul style="list-style-type: none"> - Education - Health - Ethical - Moral 	<p>Individual learners write an essay depicting how people in traditional Africa participated in Christianity through the education sector.</p>

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> appreciate ways in which the Church has been involved in the world through history. understand how people relate with God through worship. 	<p>Church History</p> <p>In groups the learners read and discuss</p> <ol style="list-style-type: none"> How Christianity neutralized African religious and social, cultural practices. <p>In pairs the learners discuss</p> <ol style="list-style-type: none"> naming, forms of worship, rituals sacrifices and hygiene during the times of the church history. <p>In plenary the learners</p> <ol style="list-style-type: none"> discuss ways in which tradition was considered as contrary to Christianity. 	<ul style="list-style-type: none"> Individual learners use exit note to list 5 ways indicating how Christianity neutralized African traditional religion. Individual learners write a short essay about African traditional practices which were considered to be contrary to Christianity
<p>The learner should be able to:</p> <ol style="list-style-type: none"> appreciate the need to be positively involved in the world. understand the Old Testament view of involvement in the world. appreciate monotheism as presented in the Book of Exodus. 	<p>Bible</p> <p>Guide the learners to:</p> <ol style="list-style-type: none"> brainstorm how people responded to God's call in the Old Testament times. locate and read OT texts about how people worshipped idols. discuss how faith and prayer expresses human 	<ul style="list-style-type: none"> Individual learners write a one-paged summary explaining how people in the Old Testament responded to God's call. The learners use Isaiah 44:9–20 to explain the idol worship and how it was forbidden.

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
	<p>response to God.</p> <p>iv) discuss God as a living Being to be related with (Exodus 19:1-9).</p> <p>v) read and discuss why the worship of other gods and idols were forbidden (Isaiah 44:9-20).</p> <p>vi) read and discuss the need to respond in faith to Yahweh (Isaiah 39:1-8).</p>	
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain the meaning and importance of the Eucharist (Holy Communion). • tell how the Eucharist began, what it symbolizes and the different items used in it. • express own view of the Eucharist. • understand ways in which Jesus taught the Church to be involved. 	<p>New Testament</p> <p>Guide the learners to:</p> <p>i) discuss how Jesus in human form identifies with people (Emmanuel).</p> <p>ii) explain Jesus' role of introducing God's rule on earth and changed Christian attitude to transcend existing cultures and traditions.</p> <p>iii) work in pairs to discuss Jesus' life as a role model for Christian involvement in the world.</p> <p>iv) brainstorm the doctrine of faith as the major Christian</p>	<p>The learners act a skit about the deeds of Jesus.</p>

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
	<p>response to God.</p> <p>v) explain prayer both corporate and individual (Luke 11:1-13; Mathew 6:5-6).</p> <p>vi) work In pairs, and tell the importance of the holy Eucharist to Christians.</p> <p>vii) discuss the origin and meaning of the holy Eucharist.</p> <p>viii) discuss the meaning of Eucharist initiated by Jesus (Luke 22:14-20)</p> <p>ix) explain the expression of Christian unity and fellowship (1Corinthians. 10:16-17).</p>	

Hint to the Teacher

- i) At all times try to encourage the learners to work in groups.
- ii) The learners should be given opportunity to express their views.
- iii) Give the learners time to read the relevant material for the topic.
- iv) Provide the learners with information on the Church history section.
- v) The learners must read the Bible texts and discuss them in relation to the topic.
- vi) Give comments on all presentations made.
- vii) Make an assessment of learning in each of the lessons.
- viii) With your guidance, all learners should have a written summary of the outcome of the discussions in each lesson.

References

Bible (Good News Bible or Revised Standard Version). The Bible is a key material when it comes to the Bible dimension. All the texts and verses must be read in order for the learners to achieve the desired outcome.

At least every two learners must possess a Bible, and the verses should be read during and outside class. Group work and individual assignment requiring reading of the Bible stories, texts and verses should be emphasized.

Christian Living Today Books One and Book Two. (A Christian Religious Education Course for Secondary Certificate) The syllabus covers these two texts. Book One handles work that has been designed for level one on our AEP syllabus, while Book Two addresses work designed for level two. Therefore, availability of these reference texts is inevitable.

Christian Living Today Teachers Hand Book (Christian Religious Education for Secondary Schools - A study of Life Themes) This is a practical guide to teachers for easy lesson planning and a resource material for proper lesson management and development. It helps teachers also to comfortably make use of the two texts i.e. Book one and Book two.

Newspaper and Magazine Cuttings etc. A collection of these related materials in the field of CRE enriches the teacher's resource materials and makes CRE lesson very enjoyable, involving, educative as well as interactive.



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