

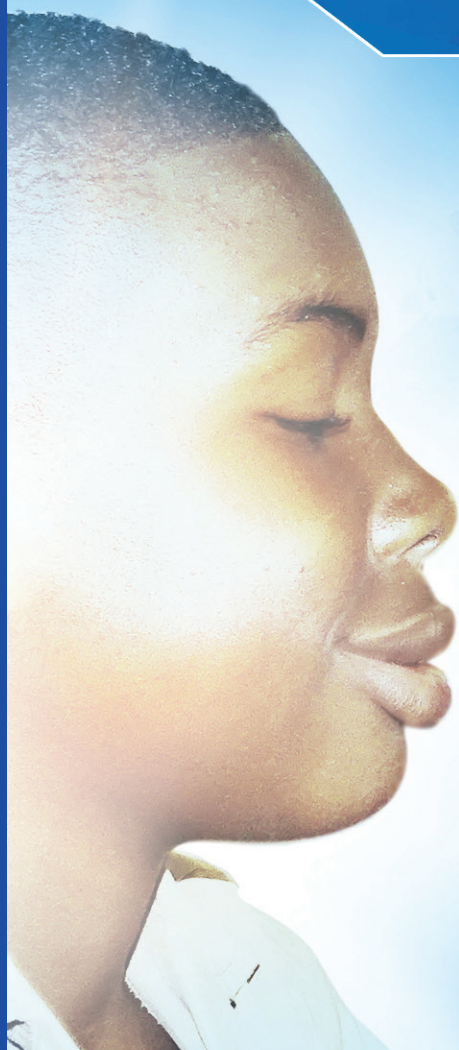


MINISTRY
OF
EDUCATION, YOUTH & INFORMATION
Every Child Can Learn, Every Child Must Learn

NATIONAL STANDARDS CURRICULUM

RELIGIOUS EDUCATION

GRADE 7- 9 APSE1



RIGHT ACTION

TRUTH LOVE

PEACE

NON-VIOLENCE

NATIONAL STANDARDS CURRICULUM GUIDE

GRADES 7-9

RELIGIOUS EDUCATION

A C K N O W L E D G E M E N T

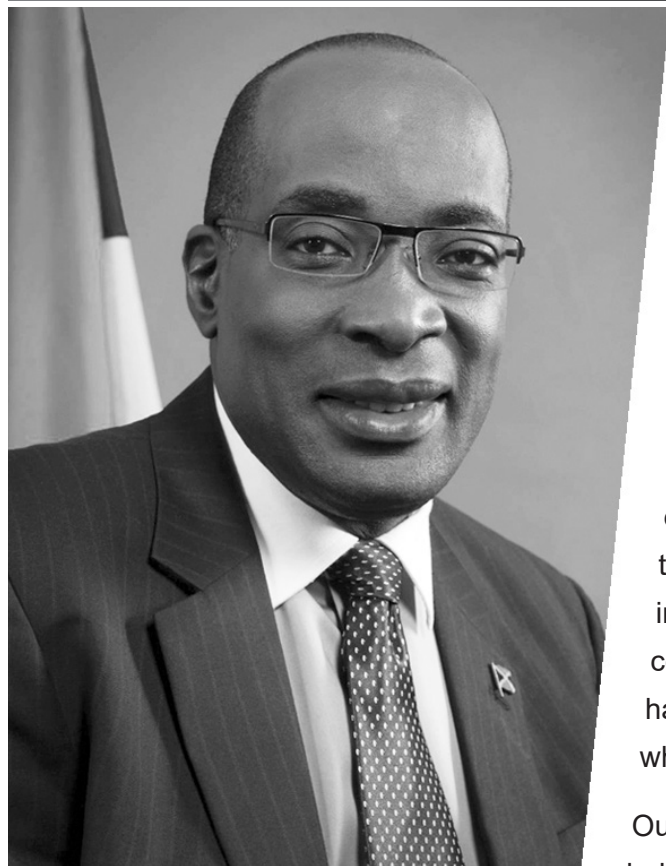
Our connection with each other is unquestionable and so at the end of this arduous yet rewarding journey, the Ministry of Education, Youth and Information gratefully acknowledges the contributions of the following individuals and institutions who generously gave of their time and resources in the planning and development of the National Standards Curriculum (NSC):

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- Mrs. Lena Buckle Scott- DCEO, Curriculum and Support Services, who provided leadership to the process
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- Mr. Derrick Hall- former ACEO (Acting), Core Curriculum Unit, who continued it
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- All others whose names do not appear, but who contributed to the production of the NSC

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Education has always been pivotal to societal and economic development. It is for this reason that Jamaica remains unshaken and hopeful of a realized vision to be “the place of choice to live, work, raise families and do business.” The assurance of the possibility of all that such a vision entails comes from the recognition that Jamaica is endowed with tremendous God-given talent and creative potential and as a people of strong faith in spiritual principles and resilience; we are able to harness our capabilities, to make significant influence on the world. It is through this new National Standards Curriculum (NSC) that we hope to propel this vision of the education system whilst becoming more relevant, current and dynamic.

The team at the Ministry of Education Youth and Information is cognizant of the fact that the curriculum is the heart and mind of education and remains the most powerful means by which any country can develop and be sustainable. It is for this reason that the NSC has been designed with the understanding that people, learning and national development are at the core of our existence in a time of rapid change in the physical, social, economic and other dimensions of the global landscape. As a consequence, we celebrate the wisdom of the developers who through the engagement of numerous stakeholder groups, have responded favourably to the need for that kind of education that prepares our young people for life; while challenging our more mature to join in this lifelong journey of learning to learn.

Our commitment to the development of each learner and our support and appreciation of the various stakeholder groups that are partnering with us in providing quality education, remain at the forefront of our efforts in ensuring that this journey transforms education. This commitment is conveyed through our adoption of a Pathway Approach to learning that demands of us to provide customized programmes, differentiated learning experiences and specialized support for our learners. Our actions have been fruitful as is evident by the systems and conditions we have put in place for successful implementation.

Like the rest of Jamaica, I look forward to the testimonials of students, parents, teachers and other stakeholders of the empowering effect of this learner- centred curriculum and remain confident that it will contribute to make Jamaica renown.

The Honourable, Senator Ruel Reid,CD

Minister of Education, Youth & Information



Building a modern society where young people can prosper and achieve their aspirations is paramount on the Ministry of Education, Youth and Information's (MoEYI) agenda. In its bid to advance this agenda the team at the MoEYI has developed the National Standards Curriculum (NSC) on a clear set of values that will permeate learning and become embedded in young people's approach to life. Young people need to be clear about their Jamaican identity. Justice, democracy, tolerance and respect need to be more than mere words; they need to become an essential part of people's lives. Young people's understanding of, and commitment to, sustainable development is critical to the future of Jamaica and of the world. These values that permeate the new curriculum and more importantly, will by its use, be ingrained in the fabric of the Jamaican society.

The development of a new curriculum is a major achievement in the life of any country. It is even more noteworthy because this curriculum embodies the set of knowledge, skills, values and attitudes that our country deems relevant at this particular time. It is intended that these attributes be conveyed to the next generation as a means of cultural continuity in preparation to cope with the future, both nationally and individually.

I am particularly excited about the prospects of the NSC honing key twenty-first century skills such as communication, collaboration, critical thinking and creativity in our youth as they prepare to take on their roles as global citizens. I encourage parents, students, teachers and indeed the community to partner with us as we prepare our young people not just for today, but for the rapidly changing times ahead.

The Honourable, Floyd Green, MP

State Minister in the Ministry of Education, Youth & Information



In responding to the challenges confronting education in Jamaica, The Ministry of Education Youth and Information has taken strategic measures to address the need for a national curriculum that is relevant for the 21st century, the dynamics of the Jamaican context and the profile of the learners at the pre-primary, primary and secondary levels. One major output of these strategic actions is the National Standards Curriculum. This curriculum is intended to be one of the means by which the Jamaican child is able to gain access to the kind of education that is based on developmentally-appropriate practice and the supporting systems and conditions that are associated with high quality education.

This curriculum has the potential to inspire and provide challenges in the form of problem situations that all our learners can handle in ways that are developmentally appropriate. It compels us to move beyond the traditional functional perspectives of being literate to a focus on the physical and physiological as well as the ethical, social and spiritual.

I invite all our stakeholders to fully embrace this new curriculum which promises to excite imaginations, raise aspirations and widen horizons. Learners will become critical and creative thinkers with the mindset required for them to be confident and productive Jamaicans who are able to thrive in global settings as they take their place in the world of uninhibited change.

Mr. Dean Roy Bernard

Permanent Secretary , Ministry of Education, Youth & Information



It was the mandate of the Curriculum Units of the Ministry of Education, Youth and Information to spearhead the crafting of a new curriculum for the nation, in keeping with international standards, global trends in the educational landscape and societal goals and aspirations. The mandate had several facets: to establish clear standards for each grade, thereby establishing a smooth line of progression between Grades 1 and 9; to reduce the scope, complexity and amount of content; to build in generic competencies such as critical thinking across the subjects; to ensure that the curriculum is rooted in Jamaica's heritage and culture; to make the primary curriculum more relevant and more focused on skills development, and to ensure articulation between primary and secondary curricula, especially between Grades 6 and 7. To achieve this, the MoEYI embarked on an extensive process of panel evaluations of the existing curricula, consultation with stakeholders, (re)writing where necessary and external reviews of the end products.

Today, we are indeed proud that, the curriculum development teams have succeeded in crafting a curriculum which has met these expectations. Under the National Standards Curriculum (NSC) focus will be given to project-based and problem-solving learning, with an integration of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies across the system. Learners will benefit from more hands-on experiences which should enhance the overall learning experience and cater to the different kinds of learners in our classroom. In addition, they will be exposed to work-based learning opportunities that will help them become productive citizens of Jamaica and the world at large.

It is anticipated that as school administrators and teachers system-wide implement the National Standards Curriculum that improvements will be evident in the general academic performance, attitude and behaviour of our students.

We anticipate the participation of all our stakeholders in this process as we work together to improve the quality of life and prospects for all the children of Jamaica and to realize our mantra that *every child can, and must, learn*.

Dr. Grace McLean

Chief Education Officer, Ministry of Education, Youth & Information



The Ministry of Education Youth and Information (MoEYI) is committed to providing high quality education to all Jamaican children. We have heard the cries from the various sectors of the Jamaican society about the level of preparedness/readiness of our students for life in the 21st century; and we are taking the necessary steps to ensure that our students graduate with marketable skills. The MoEYI has reviewed and redesigned the Grades 1-9 curricula around the principles of Vision 2030 Goal number one; “Jamaicans are empowered to achieve their fullest potential”.

The National Standards Curriculum (NSC) will lay the foundation for students by preparing them for working lives that may span a range of occupations, many of which do not currently exist. This has been done by way of designers carefully integrating the theoretical principles of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies into the curricula at all grade levels. The NSC illustrates that in order to make education effective for our 21st century children; we need to change how we teach, and what we teach.

We are satisfied that the curriculum designers and writers have produced a curriculum that is indeed fitting for the 21st century. The NSC was designed to develop students’ understandings of subject matter and their ability to apply what is learnt; it fosters their ability to communicate and solve problems collaboratively, think critically and create novel solutions.

The success of our children is dependent on the participation of all stakeholders in the learning process. We encourage you all to be our committed partners in education as the true impact of this curriculum will only be felt when we have all hands on board. I am indeed proud to be associated with the development and implementation of this curriculum; it will inspire hope in our nation and future generations; kudos to the various teams that contributed to its development.

Mrs Lena Buckle Scott

Deputy Chief Education Officer,

Curriculum and Support Services, Ministry of Education, Youth & Information



The National Standards Curriculum (NSC) rests on the belief that all learners are endowed with the capabilities, gifts and talents to fulfil their divine purpose. These attributes are to be further enhanced or improved in a nurturing, inspiring and inclusive environment; one that caters to the whole person (soul, spirit and body - spiritual, emotional, social, physical and mental). As learners assume their roles and responsibilities individually and as communities of learning in such an environment, they become critical-reflexive thinkers, creative problem solvers, effective communicators and natural collaborators.

A curriculum design of this nature, calls for transformative change at the societal level (Elkind, 2004)¹ and not just at the school and classroom levels. This is a call for all stakeholders, as users of the curriculum, to adopt a critical -reflective and reflexive stance and join learners in the quest for meaning, purpose and stability as they help to shape the world. By integrating principles from various disciplines and their related methodologies, learners who interact with the curriculum are provided with enriching experiences, opportunities for creative expressions and authentic exploration of problems from a classical standpoint as well as in the context of workplace learning. This is due to the fact that the NSC recognizes the importance of each discipline in the problem solving process and in development.

Assessment as an element of the curriculum becomes primarily a learning process for charting progress through self-corrective measures that are informed by feedback from peers and teacher-facilitator. By providing assessment criteria statements in the curriculum, teachers are encouraged to facilitate learners functioning as self and peer assessors. This approach should see the learner developing self-direction with

the support of mentors and coaches and forming an intrinsic desire to succeed. These attributes prepare them to face high stakes assessment as problems to be confronted with courage, a sense of readiness, insight and creative prowess.

These features of the NSC have the potential to influence learners' profile as Jamaicans who are gratified by an identity of cultural excellence that embodies moral obligations, intellectual rigour, innovativeness, environmental stewardship and productivity. The curriculum echoes the sentiments of our National Anthem, National Song and Pledge and serves as rich and credible source of the values and virtues that are woven together to convey the Jamaican identity. I wish for our school administrators, teachers, students and other stakeholders much success as they work with the document.

Dr Clover Hamilton Flowers

Assistant Chief Education Officer, Core Curriculum Unit, Ministry of Education, Youth & Information

¹ Elkind, D. (2004). The problem with constructivism. *The Educational Forum*, 68(4), 306–12.

TERMS	DEFINITIONS/MEANINGS
Range of Content	Provides an overview of the concepts, knowledge, skills and attitudes that will be developed in a unit of study.
About the Unit	Gives a brief overview of the content, skills and methodology that are covered in the unit as well as the attitudes to be developed.
Standards	Statements that explain what all students are expected to know and be able to do in different content areas by the end of a course of study e.g. by the end of period spanning grades 4 – 9.
Attainment Targets	An attainment target is a desired or expected level of performance at the end of a course of work, within a given/specified teaching- learning period. Attainment targets identify the knowledge, skills and understanding which students of different abilities and maturities are expected to have by the end of each Grade. It is the standard that we expect the majority of children to achieve by the end of the grade.
Benchmarks	Behaviours students are expected to exhibit at different stages of development and age/ grade levels.
Theme/Strands	Unifying idea that recurs throughout a course of study and around which content, concepts and skills are developed.
Prior Learning	It is what students are expected to already know through learning and experience about a topic or a kind of text.
Specific Objectives	Specific objectives state what the student is expected to know or understand as a result of the learning experience. The specific objective is usually framed in the areas of the knowledge, skills and attitudes that the students are expected to achieve. Specific objectives tell us what the children will learn or will be taught.
Suggested Teaching/Learning Activities	A teaching/learning activity is an organised doing of things towards achieving the stated objectives. They are suggested activities that are crafted in a way to be an efficient vehicle which can move the student between what is to be learnt (objective) and what the student is to become (outcome).

TERMS	DEFINITIONS/MEANINGS
Key Skills	Indicate the important skills that students should develop during the course of a unit. Key skills are aligned to the suggested teaching and learning activities in the unit which are intended to develop the skill to which it is aligned. Included in the key skills are the 21st century skills such as critical thinking and problem solving, collaboration, communication and ICT.
Assessment	An assessment is a determination of whether intended results have been achieved. This section of the curriculum speaks to both the product that will be judged as well as the criteria against which it will be judged. It must be noted that this section does not introduce new activities. Instead, it speaks to the judging of the suggested teaching and learning activities. Formal assessment may be conducted with the aid of instruments (e.g. via written test, portfolio) or by requiring students to complete assigned tasks (e.g. performance), and is usually recorded against a predetermined scale of grading. Informal assessment (e.g. via observation or spontaneous student expression) may also reveal important evidence of learning.
Points to Note	This section provides technical information that must be considered in delivering the unit. It may also include information that provides additional explanation of key concepts that may be unfamiliar to the teacher as well as suggestions for infusion within the unit.
Extended Learning	These are opportunities for students to utilise the knowledge and skills they would have acquired in the unit in authentic situations/experiences.
Learning Outcomes	A learning outcome is a demonstration/ behavioural evidence that an intended result has been achieved at the end of a course of study. The learning outcome tells us if pupils have understood and grasped what they have been learning.
Links to other Subjects	Suggests opportunities for integration and transfer of learning across and within different subject areas.
Key Vocabulary	This section consists of a number of words/phrases that addresses the skills, topics and content that must be covered in the unit.

P H I L O S O P H I C A L S T A T E M E N T

Religious Education serves as the flagship subject championing and promoting the teaching of religious thinking skills, renowned civic virtues and moral values such as integrity, responsibility, respect, justice, honesty and equality. The aforementioned virtues and values, among others, are utilized to shape the habits and hearts of students, teaching them what it means to be good and virtuous citizens of the highest moral integrity. The utilization of modern approaches such as the thematic and phenomenological approach, among others, enables students to objectively explore and acknowledge the diverse concepts of the divine, the inherent worth and dignity of all beings, pathways to spiritual development and finding meaning and purpose in life.

These approaches not only address the “who” and “what” of the subject but also the “why.” As such, they lend themselves readily to integration with all other subjects-not only the Arts but, also Science and Technology. This makes the subject more relevant, and leaves much room for creativity/self-expression and understanding on the path of both students and teachers. Religion has been an integral part of people’s everyday lives; students are therefore helped to mature in relation to their own patterns of beliefs and behaviours, culture and laws as well as that of others. As such, Religious Education accommodates a broadened and balanced perspective of worldwide and Caribbean religions that helps students to understand more clearly how the beliefs and practices of these groups have affected, shape and influence everyday life and culture thereby, enhancing students social identities and transforming our world so that we can live and work together in harmony.

A I M S O F R E L I G I O U S E D U C A T I O N

The study of Religious Education should:

- Enable students to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- Prepare students for adult life, employment and their role in an ever changing society
- Develop successful life-long learners with an understanding of the origin, development, beliefs and practices of religious groups worldwide.
- Develop confident and productive individuals who are guided by the positive universal attitudes, morals and values taught by religions
- Enable students to live in harmony with others and their environs
- Enhance the development of well-rounded /proud citizens of Jamaica who value the rich cultural heritage contributed by religious groups to the Jamaican Society
- Help students to acknowledge the Divine, regardless of race, colour ,class or creed
- Help students to understand that the teachings of the religions studied provide guidelines for life , applicable to real life experiences and also govern the society
- Guide students to develop character, their sense of identity and find meaning and purpose in life

NSC

RELIGIOUS EDUCATION

GRADE 7 UNITS

TERM 1
Theme: Identity
Unit 1 (7 weeks)
Introduction to Religious Education

- The what and why of Religious Education
- The nature of a religion – dimensions and basic religions needs:
 - The urge to revere God
 - Strength to bear the challenges of life
 - Protection for survival
 - Guidance and support when coping with negative emotions
 - Assurance when in doubt
 - Faith to guide one's conscience
 - Courage to face challenges of life
- Who am I?
 - Physical self
 - Spiritual self
 - Moral self
 - Sexual self
 - Socio-cultural self
 - Emotional Self

TERM 2
Unit 3 (5 weeks)
Creation and Stewardship

- Observing and examining the immediate environment
- Exploration of Various Theories of Creation: Christian/Jewish/Muslim and Hindu

Place of/and the continuing role of humans in Creation

- Responsibility entrusted to humans for the maintenance/sustenance of the world of Creation

TERM 3
Theme: Identity
Unit 5 (5 weeks)
Religion and Society

- **Religion and Governance**
The influence/impact of religious beliefs and teachings on societal laws and norms
- **Religion and Lifestyles**
The influence of religion on:
 - hygiene practices
 - Religious expression and language through architecture,dance and art
 - Religious identity and experience through music,food and dress
 - Religious values and commitment e.g. sexual conduct/practices

TERM 1**Unit 2 (5 weeks)****Why Am I Here? - Meaning and Purpose**

The meaning and purpose of life in relation to one's body, mind, morals, spirit and socio-cultural self (e.g. understanding of purpose and believing in potential, the manner in which we develop our self and our environment).

TERM 2**Unit 4 (6 weeks)****Culture and Religion - Religion and Family Life:**

Rites of Passage as observed in the four major religions. The four stages of focus are:

- Birth
- Growing up/coming of age,
- Marriage
- Death

These are to be explored and examined in a family context in the religions studied. Whilst doing such, the influence of traditional and indigenous religious leaders on family life should be incorporated.

TERM 3

There are three key Attainment Targets in Religious Education Learning about religions, learning from religions and learning how religion influences change. Each Attainment Target is sub divided into three strands.

★ ★ ★ ★
ATTAINMENT TARGET 1:
Learning about Religions

STRAND 1: Beliefs and Teachings

- Examine origins, beliefs and practices of selected world religions and indigenous Caribbean religious groups.
- Engage in discussions on the evolution of the key religions studied.

STRAND2: Practices and Life Styles

- Distinguish between key features of different faiths; including commonalities and differences (e.g., within the rites of passage) in an effort to gain insight into the nature of religion and what it means to be religious.
- Demonstrate during class discussion the awareness that every individual is a spiritual being. Show understanding of the ways of belonging to religions and what these ways involve.

STRAND 3: Expression and language

- Identify how people from different faiths express themselves. Acquire and develop those skills which will help them to demonstrate and appreciate their knowledge of these faiths.
- Define and use correctly the concepts of religion, deity, identity, culture and other key concepts.

★ ★ ★ ★
ATTAINMENT TARGET 2:
Learning from Religions

STRAND1: Identity and Experience

- Develop and exercise sensitivity and wisdom in their response to those people whose religious and other practices may be different from those with which they may be familiar.
- Discuss key issues and make informed responses to questions of identity and experience in the light of their learning.

STRAND 2: Meaning and Purpose

- Evaluate the role of religion in the lives of individuals, the family and society as they seek to find the meaning and purpose of life.
- Examine the personal and social effects of the use and abuse of the body.

STRAND 3: Values and Commitments

- Appreciate the importance of commitment and values to moral and /or religious principles. Distinguish between contemporary life issues as they are examined from a religious perspective. Use religious and moral principles to analyze situations and make mature decisions about right and wrong.
- Demonstrate ethical responsibility by showing qualities of honesty, accountability and other values in all situations whether supervised or unsupervised.

★ ★ ★ ★
ATTAINMENT TARGET 3:
Learning how Religion Influences Change

STRAND1: Religions and how they Adapted to Caribbean Life

- Examine the traditional belief systems in Jamaica and the Caribbean and the part that they have played in shaping the religious, cultural and social life of the region.

- Integrate information and make inferences about the nature of religion and how it is expressed both in Jamaica and in the Caribbean. Analyze and evaluate the influence, role and function of the aesthetics in the practice of religion

STRAND2: Religion as an Influence for Change

- Examine the roles and functions of religious leaders in the process of nation building in Jamaican society and in the world over time.
- Appreciate the effects / impact on society of the skills, attitudes, values and religious practices which our ancestors brought with them to Jamaica and the Caribbean.

STRAND3: Religion and its Influence on Daily Life

- Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.
- Explore the ways in which sacred writings influence the everyday lives of people. Draw conclusions which will lead to responsible, creative and productive use of time, talent and resources. Develop appreciation for the sacredness of life.

Range of Content

What are the key concepts, skills and knowledge students will learn in this subject?

The Grade 7-9 Curriculum is centred around three themes: Identity (Grade 7), Worship (Grade 8) and Stewardship (Grade 9). Nine strands span each grade/theme, namely: beliefs and teachings; practices and lifestyles; expression and language; identity and experience; meaning and purpose; values and commitments; religions and how they adapted to Caribbean life; religion as an influence for change; religion and its influence on daily life.

The theme for Grade 7 is Identity. Grade 7 further exposes students to concepts relating to the nature of religion and to Religious Education. It goes on to help students explore who they are spiritually, physically, emotionally, sexually, morally/ethically and socio-culturally. Other topics explored are:

- the meaning and purpose of life,
- creation and the place of humans in it (consequences of exercising or not exercising God-given responsibilities for creation/procreation),
- the relationship between culture and religion as expressed in the connection between religion and family life and between religion and society
- the influence of religion on lifestyles.

In examining these topics, students learn to critically examine themselves and their environment, and develop a realistic understanding of deity in relation to themselves, other human beings and the rest of Creation. They also develop a willingness to examine and see the worth in beliefs and practices other than their own or with which they may be familiar, and so begin to interpret the activities of both the dominant and other religious groups around them in the context of balanced and accurate information. Students will also learn skills which will enable them to explore fundamental questions about the meaning and purpose of life, build on their own natural sense of awe about spiritual matters, and begin to decide on their own stance concerning religion. This will help them in developing a sense of their own worth, as well as in the making of wise everyday choices.

NSC

RELIGIOUS EDUCATION

GRADE 7: TERM 1

About the Unit

In this Unit students will learn about/ to:

- The nature of religion and why Religious Education is taught.
- The place of religion in the lives of individuals and of society.
- Ways in which people are alike or different from each other: physically, morally, spiritually, and socio-culturally.
- How factors such as religion, culture and society affect self.

Guidance for the Teacher

Teachers should consistently help students to develop self worth to empower the daily decisions and actions of the students within their care. While teaching about the basic needs which religion helps to satisfy, the aspects of the self under study should be incorporated.

Prior Learning

Check that students can:

- Identify religious practices connected with important stages in life
- Explain expressions of faith as practiced by followers of various religious groups
- Discuss the impact of religious practices on the lives of the followers

UNIT 1: Introduction to Religious Education
Attainment Target(s)
1 Learning about Religions

Beliefs and Teachings: examine the origins, beliefs and practices of selected world religions and Caribbean indigenous religions.

Practices and Life Styles: Distinguish between key features of different faiths; including commonalities and differences (e.g. within the rites of passage) in an effort to gain insight into the nature of religion and what it means to be religious.

Expression and Language: Identify how people from different faiths express themselves; acquire and develop those skills which will help them to demonstrate and appreciate their knowledge of these faiths.

Objectives

- Define and use correctly the concepts religion, religious education, deity, identity, culture, divine and other concepts listed in the units
- Examine the aims of religious education in the curriculum
- Examine the human quest to understand and relate to the divine
- Explain the roles and functions of religion in society.
- Identify the features of religion.
- Outline and explain the seven dimensions of faith
- Demonstrate during class discussion the awareness that every individual is a spiritual being.
- Show understanding of the ways of belonging to religions and what these ways involve.
- Identify the various dimensions of a religion as evidenced in everyday life. Apply information learnt to new situations
- Examine the effects of religion on the formation of attitudes, values and beliefs.
- Recognize that every human being has a conscience, which needs to be exercised in dealing with one's fellow human beings, irrespective of religious persuasion.
- Outline the basic views of major world religions and prominent indigenous Jamaican religious groups regarding the physical, spiritual, moral and socio-cultural aspects of one's personality.
- Show by their behaviour that they understand the connection between self and deity.

Attainment Target(s)	Objectives
2 Learning from Religions: Identity and Experience: Develop and exercise sensitivity and wisdom in their response to those people whose religious and other practices may be different from those with which they may be familiar. Meaning and Purpose: Evaluate the role of religion in the lives of individuals, the family and society as they seek to find the meaning and purpose of life. Values and Commitments: Appreciate the importance of commitment and values to moral and /or religious principles	• Discuss key issues and make informed responses to questions of identity and experience in the light of their learning. • Show respect for and express as open and unprejudiced an attitude as possible to the beliefs, practices and values of others. • Explain reasons why some people feel the need to worship. • Explain what Religious Education is and why it is taught in Jamaican schools. • Accurately derive meaning from religious language and make appropriate applications to daily life. • Identify some of the common values taught in the four major religions • Identify positive role models and justify their choices. • Use religious and moral principles to analyse situations and make mature decisions about right and wrong. • Develop an open and unprejudiced attitude to beliefs ,practices and values of others • Investigate,cite evidence and connect with ethnic origins as a means of valuing self worth
3 Learning how Religion Influences Change: Religions and how they Adapted to Caribbean Life: Examine the traditional belief systems in Jamaica and the Caribbean and the part that they have played in shaping the religious, cultural and social life of the region. Religion as an Influence for Change: Examine the roles and functions of religious leaders in the process of nation building in Jamaican society and in the world over time. Religion and its Influence on Daily Life: Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.	• Integrate information and make inferences about the nature of religion and how it is expressed both in Jamaica and in the Caribbean. • Analyse and evaluate the influence, role and function of the aesthetics in the practice of religion. • Examine ways in which factors such as religion, culture, and society affect self • Explain how the practical application of the values taught by religions can bring about positive societal changes • Demonstrate a willingness to critically evaluate self on an on-going basis. • Explain how knowledge of religion helps us to understand Caribbean history and life • Discuss some of the ways in which religion inspires different aspects of our lives (art, music, architecture, education, literature, poetry)

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING – Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Participate in general class discussion about making ethical and legal choices:

- a. physically
- b. spiritually
- c. morally
- d. sexually

Ethical thinking and decision making

Discussions are based on ethical reasoning

Find out from adults at home and in the community what Religious Education was like when they were at school. Write reports on their findings. Share their reports with classmates via class blog. Read reports posted by others and post comments.

- Write a brief report
- Post and read comments

Reports reflect views of adults as to what Religious Education was like in their time at school

Write definitions and explanations of religion and Religious Education using various sources. Discuss these definitions and explanations in class. Compare what is learned from adults in the community about Religious Education as it used to be taught with what is known about how the subject is taught today.

Make comparisons

Begin personal dictionaries in which key words and concepts learned in class are briefly explained.

Create accurate definitions

Dictionaries accurately present words and concepts learned

Search through old newspapers/online newspaper archives and cut out articles/pictures about everyday happenings. Use these for class discussion and mount a display on ways. Religious Education can address instances found in everyday events reported about religious groups and people.

- Engage in critical thinking during class discussion
- Conduct electronic searches

Display appropriately depicts ways in which religions and Religious Education address everyday events

Examine aspects of the media such as magazines, newspapers, videos to find portrayals of the five aspects of the self. Represent findings from each aspect of the media using appropriate reporting devices. Do self-evaluation to determine which aspect(s) of the self they identify with most.

Categorise the aspects of self

Reporting accurately represents aspects of self depicted in various media.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Use tableaux (still picture/ person frozen in position) or symbols to depict characteristics of role models, self, etc. Give reasons why role models, characteristics or symbols were chosen.	Evaluate personal views	Design developed to reflect the civilizations studied
Work in pairs (persons who do not know much about each other) to share information about each other.	Ask appropriate questions	
Discuss what they like or dislike about themselves in order to show appreciation of self as a valuable and unique individual. Keep a journal (electronic or non-electronic) of likes and dislikes and what they would like to keep or change. Record what religions say about one's worth or value.	Do self-examination and analysis/evaluation	Journal entries display ability to realistically evaluate themselves and display a healthy appreciation of their worth and value.
Using guidelines from the teacher construct family trees to the 3rd generation of ancestry. Interview family members to find out the religious tradition which has been passed down to them and to people they know.	Research/Interview and record information	
In groups, role play various scenarios depicting reasons why people feel a need to worship. OR Participate in Speak Easy session re the above.	Role play	Role play/Speak Easy accurately display students' understanding of reasons why people feel the need to worship.
Research using the internet and or electronic devices/examine and depict basic information about the Seven Dimensions of Religion via: collages/montages/banners portraying various symbols; dioramas, mobiles, dances, creative writing, musical composition and drama.	Demonstrate that they are curious, creative, talented and imaginative	Creative expressions accurately portray the dimensions studied.
Identify and talk about their ethnic origins(African,Asian,Middle Eastern or European descent)	• Recall • Make connections • Draw reasoned conclusions a	Talk about religious retentions in Jamaica that originated in or have connections with these religions and whether people they know belong to any of these groups.

Learning Outcomes

Students will be able to:

- ✓ Make comparisons between the ways that the different media portray the different aspects of the self.
- ✓ Draw reasoned conclusions concerning people's beliefs about God.
- ✓ Distinguish between fact and opinion as they accurately record findings of questionnaire
- ✓ Demonstrate an understanding of the nature of religion and of the value of teaching Religious Education.
- ✓ Explain the place of religion in the lives of individuals and of society.
- ✓ Describe ways in which people are alike or different from each other: physically, emotionally, morally, spiritually, and socio-culturally.
- ✓ Explain how factors such as religion, culture and society affect self.
- ✓ Outline basic views of major world religions and prominent indigenous Jamaican religious groups regarding the different aspects of one's personality.
- ✓ Communicate safely online with peers about their findings from adults about what Religious Education was like when they were at school
- ✓ Conduct electronic searches safely about everyday happenings and the Seven Dimensions of Religion

Points to Note

Teacher should bear in mind that:

- students should understand that Religion is a fact of life.
- religion adds meaning and purpose to life.
- Religious Education should be taught objectively.
- a sense of tolerance when learning about religions other than their own should be encouraged.
- provide guidelines for interview and setting up of display.

Remind students to:

- Demonstrate respectful, responsible and clear online communication
- Follow guidelines to promote healthy use of ICT tools

Extended Learning

Students should :

- visit specific websites for information about the nature of religion and Religious Education.
- read stories about responsibilities towards self and deity from various religions
- talk with both older and younger members of home and community about the purpose of religion.
- Use teacher designed questionnaire to collect factual information on religious retentions of the four major world religions that came to the Caribbean(online /offline share and discuss findings in class)

RESOURCES

A range of Religious Education textbooks, charts, magazines, comic books, (secular and religious), news paper, tape recorder, television, CD player, computer, Internet, speakers

KEY VOCABULARY

Religious Education, Religion, dimensions, supreme being/deity (s), identity, self, spirit, society, tolerance, community, culture, self-esteem, morality culture

LINKS TO OTHER SUBJECTS

Language Arts: AT1: Speaking and Listening; AT2: Reading; AT3: Writing.

Drama: AT1: Exploring and Creating; AT2: Expressing and Enacting; AT3: Appreciating and Critique.

Civics AT1, AT3: Identity and Heritage, AT6: Rights and Responsibilities

Visual Arts

About the Unit

In this Unit students will learn about/ to:

- The meaning and purpose of life in relation to one's body, mind, morals, spirit and socio-cultural self as described by various religions.
- How an understanding of these aspects of one's self assist in the achievement of individual potential.
- The relationship between God-consciousness and a sense of oneness/harmony of the individual with the environment as it relates to the meaning and purpose of life

Guidance for the Teacher

Some students might have negative responses to the question 'Why am I here?' The teacher should promote a climate of supportiveness throughout and where possible provide practical responses based upon the beliefs of religious groups. The teacher should also recognise and point out to students that humans have abilities/potential but they also have limitations. Teachers should encourage respect for life by emphasising that suicide and abortion are not seen by religious groups as acceptable solutions to the challenges of life.

Prior Learning

Check that students can:

- Define key concepts related to religion and Religious Education
- Explain why Religious Education is taught, especially in Jamaican schools
- Explain why people worship
- Briefly describe the nature of religion and the features of a religion
- Distinguish between the different aspects of self

UNIT 2: Why am I Here: Meaning and Purpose of Life**Attainment Target(s)****1 Learning about Religions:**

Beliefs and Teachings: Examine origins, beliefs and practices of selected world religions and Caribbean indigenous religions.

Practices and Life Styles: Distinguish between key features of different faiths; including commonalities and differences in an effort to gain insight into the nature of religion and what it means to be religious.

Expression and language: Identify how people from different faiths express themselves, acquire and develop those skills which will help them to demonstrate and appreciate their knowledge of these faiths.

2 Learning from Religions

Identity and Experience: Develop and exercise sensitivity and wisdom in their response to those people whose religious and other practices may be different from those with which they may be familiar.

Objectives

- Cite evidence from religions studied to prove that everything was created with potential and purpose
- Explore religious teachings on the ability to thrive and survive in the material world
- Compare and contrast the purpose of life as portrayed by different religions
- Define and use correctly the concepts listed
- Discuss key issues and make informed responses to questions of identity and experience in the light of their learning
- Assess the hardships which result from irresponsible behaviour
- Appreciate the intrinsic worth of persons in society whose lifestyles may be different from their own, and with which they may disagree

Attainment Target(s)

Meaning and Purpose: Evaluate the role of religion in the lives of individuals, the family and society as they seek to find the meaning and purpose of life.

Values and Commitments: Appreciate the importance of commitment and values to moral and /or religious principles

3 Learning how Religion Influences Change

Religion and its influence on daily life: Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.

Objectives

- Discover the relationship between an awareness of God, a sense of oneness with the environment and a sense of the meaning and purpose of life.
- Clarify/distinguish between some issues which need examination if they are to discover meaning and purpose in life.
- Analyse and evaluate their present views and discuss key questions about life's meaning and purpose.
- Appreciate work as a satisfying involvement in life's routine.
- Examine the personal and social effects of the use and abuse of their bodies. • Deliberate on their understanding of the physical, moral, spiritual, sexual and socio-cultural aspects of self in relation to deity
- Examine the place of work as an honourable and noble part of self-actualization
- Develop and clarify their own religious views and values as they examine the answers that religions gave to life's difficult questions
- Be guided by positive moral principles as they develop an understanding of and seek to express their own sexuality.
- Be guided by positive moral principles as they develop an understanding of and seek to express their talents and potentials.
- Demonstrate ethical responsibility by showing qualities of honesty, accountability and other values in all situations whether supervised or unsupervised
- Show by their behaviour that they are aware of their abilities and limitations as they set realistic goals and work towards achieving them.
- Explain the role and place of one's body, mind, morals, spirit and socio-cultural self in the achievement of individual potential.
- Apply the process of decision-making to decisions of their own regarding behaviour which affects them physically, mentally, morally, spiritually and socio-culturally.
- Explore the ways in which sacred writings influence the everyday lives of people.
- Draw conclusions which will lead to responsible, creative and productive use of time, talent and resources.

Attainment Target(s)

Religions and how they have adapted to Caribbean Life: Examine the traditional belief systems in Jamaica and the Caribbean and the part that they have played in shaping the religious, cultural and social life of the region

Religion as an influence for change: Examine the roles and functions of religious leaders in the process of nation building in the Jamaican society and in the world over time

Objectives

- Examine, categorize and summarize some of the ways in which religion has enhanced lifestyles in the Caribbean
- Discuss and explain some of the ways in which religious teachings has influenced/can impact on decision making

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING – Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Working individually, in pairs, or in small groups, do something that seems purposeless or say something that seems meaningless. Classmates try to find meaning and purpose in the action(s), words or statements. Share ideas and discuss.

- Work collaboratively
- Analyse

Ability to share and discuss ideas about the meaning and purpose of life

Prepare simple questionnaire* about the meaning and purpose of life re the use of body, mind, morals, spirit and socio-cultural self to fulfil individual potential.

- Give personal views, then interview classmates, family members, friends and other members of the community re meaning and purpose in each of these categories in relation to the fulfilment of individual potential. Report on findings during class discussion. Or:
Share their findings with classmates via class blog. Read reports posted by others and post comments.

- Construct questionnaire
- Conduct interviews
- Report findings
- Participate in class discussions
- Share findings/ Post comments online
- Self-examination/ evaluation
- Draw reasoned conclusions

Accurately constructed questionnaire capable of eliciting information re use of the body, mind, spirit etc. to fulfil individual potential.

Bring to class photographs or drawings depicting different types of work. Discuss the value of these and other types of work, and examine the role that work plays in developing human potential. Include discussion on what their hobbies/talents are and what types of work they would like to do when they grow up; how this will help them to function as responsible adults.

Using role play, depict situations which show the hardships which result from irresponsible behaviour. Consider everyday controversial activities in which people become involved from time to time. Discuss portrayals and draw conclusions/suggest alternative behaviours. Communicate and collaborate with peers from other schools via social networks about the results of irresponsible behaviour and how these affect them.

- Role play
- Draw reasoned conclusions
- Post comments online

Role play accurately depicts situations showing hardships resulting from irresponsible behaviour.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Drop questions commonly asked about life into a question box (some of their own included). Divide questions among groups of class members, who will research views (using websites, electronic storage devices etc.)/answers given by various religions to questions presented. Use Speak Easy mode/ questions and answers during mock panel discussion in class to address these issues of meaning and purpose.

- Conduct electronic searches
- Share/articulate personal views

Accurately report orally or in writing on views/ answers given by various religious groups

Use information researched on -general/common guidelines for living offered by religious communities to make up their own guidelines for deciding between alternatives for living in society.

- Analyse
- Synthesize
- Draw conclusions

Accurately constructed list of guidelines/criteria for decision-making based on those used by religious groups.

Make journal entries (electronic or non-electronic) re their views before doing the unit and after. Share/include any clarifications achieved and/or new perspectives gained.

- Articulate personal views

Journal entries reflect clearer understanding of and perspectives on content to which they have been exposed.

Learning Outcomes

Students will be able to:

- ✓ Clarify issues of identity and experience as evidenced in teaching and learning activities within the unit
- ✓ Discover and express the meaning in and purpose of sacred and other everyday activities examined
- ✓ Examine some of the possible consequences of personal failure to be responsible
- ✓ Develop and articulate their own religious views as they seek to answer life's basic questions concerning meaning and purpose
- ✓ Show by their behaviour that they value work as a noble, honourable and satisfying part of fulfilling their potential in life
- ✓ Communicate safely online with peers about irresponsible behaviour and how this affects them

Points to Note

The teacher should give students a clear understanding of the process of decision-making, as students can use this to make decisions in their own lives.

The teacher should remind students to:

- Demonstrate respectful, responsible and clear online communication
- Follow guidelines to promote healthy use of ICT tools

Extended Learning

- Examine some of the effects of the use and abuse of the body.

RESOURCES

Religious Education Textbooks
Resource Persons
Computer
Internet

KEY VOCABULARY

Work, meaning, purpose, uniqueness, potential, goals, achievements, self-evaluation/analysis, self-awareness, knowledge, confidence, environment, God-consciousness

LINKS TO OTHER SUBJECTS

Social Studies
Drama

NSC

RELIGIOUS EDUCATION

GRADE 7: TERM 2

About the Unit

In this unit students will learn about:

- Creation, Evolution, Religious theories and myths pertaining to the Origin of life
- Human nature, how to relate to each other and to the world of nature
- Finding an appropriate balance between all the facets of one self the creator and the environment. Showing responsibility for the environment

Guidance for the Teacher

When undertaking the delivery of this Unit, teachers need to be aware that the society is secular and pluralistic. One cannot assume the students are of a religious background. With the influence of technology and the advance in scientific discoveries one must learn to respect and engage persons in such a way that students recognise that we all share in the responsibility of caring for the environment. Teachers should be aware of Vision 2030 Jamaica (consult website for Vision 2030) adhere and make reference to the Environmental, Sex Education policy and what is being taught in relation to this topic in Science, Social Studies and Civics. Students ultimately should be guided to take their place in an environment where they can live, work, raise families and do business.

Prior Learning

Check that students can:

- Identify environmental problems brought about by human action.eg. pollution
- Examine religious teachings about the meaning and purpose of life
- Discuss some of the ways in which sacred texts provide clarity on beliefs and practices about the religions studied

UNIT 3: Creation
Attainment Target(s)
1 Learning about Religions

Beliefs and Teachings: Examine origins, beliefs and practices of selected world religions and other religious groups.

Practices and Life Styles: Distinguish between key features of different faiths; including commonalities and differences (e.g. within the rites of passage) in an effort to gain insight into the nature of religion and what it means to be religious.

Expression and Language: Identify how people from different faiths express themselves, acquire and develop those skills which will help them to demonstrate and appreciate their knowledge of these faiths.

Objectives

- Define, list and discuss the elements in nature which contribute to its order and design.
- Define the terms: stewardship, nature and creation, examining aspects related to these terms; for example, human beings, plants, animals, sea, land, etc.
- Define, examine and compare the creation stories presented by the various religious groups and secular/scientific theories.
- Define and compare the beliefs and practices of the four (4) major religions on the cycle of human life.
- Define, explore, discuss, outline and compare religious theories pertaining to the origin of life.
- Examine religious views on procreation.
- Identify the language of origin of each religion studied
- Cite examples of accounts of each creation theory as outlined in the Sacred Texts of the religions studied.

Attainment Target(s)

2 Learning from Religions

Identity and Experience: Develop and exercise sensitivity and wisdom in their response to those people whose religious and other practices may be different from those with which they may be familiar.

Meaning and Purpose: Evaluate the role of religion in the lives of individuals, the family and society as they seek to find the meaning and purpose of life.

Values and Commitments: Appreciate the importance of commitment and values to moral and /or religious principles.

Objectives

- Discuss religious views regarding humans playing the role of overlords/caretakers of the created world
- Investigate and develop logical arguments to support or refute religious theories pertaining to the origin of life
- Relate, through the creation stories, their individual roles as caretakers (overlords) of nature
- Discuss the origin and the design in nature to critique arguments religious groups may present for the existence of a Supreme Being
- Describe and Illustrate how their roles as caretakers (or overlords) of creation relates to issues such as pollution, deforestation and global warming
- Analyse and evaluate contemporary life issues from a religious perspective
- Examine the purpose of creation and the soul's transformation from a spiritual entity to a physical being.
- Infer that regardless of their personal religious beliefs, they each have a God-given purpose .
- Examine how purpose is fulfilled utilizing the people of Israel (e. g. the story of Joseph).
- Develop an appreciation for the sacredness of life
- Appreciate the fact that there is a set of rules and values usually based on religious principles, which underpins every society

Attainment Target(s)	Objectives
3 Learning how Religion Influences Change <i>Religions and how they Adapted to Caribbean Life:</i> Examine the traditional belief systems of Jamaica and in the Caribbean and the part that they have played in shaping the religious cultural and social life of the region. <i>Religion as an influence for change:</i> Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world. <i>Religion and its Influence on Daily Life:</i> Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.	• Develop an appreciation of the fact that they are accountable to self, Creator and the human community of which they are a part. • Develop an appreciation of the wonders of nature, identified by both the religious and secular/scientific world • Develop sensitivity to the consequences that may arise due to their treatment of nature. • Demonstrate an attitude of tolerance and respect for the creation stories presented by other religious groups. • Develop and appreciation for the value and dignity of life forms. • Demonstrate ways in which religions can help persons to add value and dignity to their lives. • Develop logical arguments about the gift of life utilizing the teachings of the religions studied. • Appreciate the contribution of Caribbean leaders towards the development of religious thought in the region and the world • Show responsibility for and solidarity with the environment by acknowledging the place and role of each element of the environment.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Giving students prepared observation sheets for students to use as a guide in watching videos related to nature. Students will give an oral report of their observations from the videos.

Integration of Mathematics and Science: Using observation sheets, students will be asked to identify the numerous plants and animals seen within the video. They will then extract the mathematical information to create a bar graph or a pictogram.

- Observation of the beauty and wonders of nature
- Reporting about their observation
- Recording their observation and using information to create items such bar graphs and pictograms

Use observation sheets to accurately record their observations from the video watched. Articulate (through reporting) their responses orally to explain their observations. Accurately express information in a mathematical format through the use of the bar graphs or pictograms.

Assign students in small groups (suggested four to five persons); have them collect pictures of various aspects of nature. In their groups, have them categorize the pictures/photographs into the various biological grouping. For example, plants and animals. They will have to also describe the pictures/photographs. Probe students to formulate a definition of nature. Help students to think of ways in which they can care for the environment, in an effort to define stewardship.

Have students work in groups (of threes or fours) to use prescribed books, hand-outs or guided internet resources, to investigate the creation stories of the major religions. Have students do creative presentations (for example, video productions, posters, jingles or drawings) to depict the events which occur in the various creation stories. Have students display their work in areas such as the library, classroom or notice board.

- Recognizing the aspects of nature
- Categorising aspects of nature according to their biological grouping
- Defining the terms creation and stewardship
- Investigate creation stories
- Using information to formulate creative pieces

Work cooperatively in groups to accomplish task given accurately categorize photographs given Formulation of definitions after guided questioning. Work cooperatively in groups to accomplish task given To independently research data Accurately use information to creatively display information learnt through posters, jingles, drawings etc.).

Allow students to critique and compare the stories. This could be done by creating a table which will depict the various similarities and differences between the creation stories both secular and religious.

link to other websites about the care of the environment on class wiki

- Tabulating information in a comparative form

Tables are formulated, and similarities and differences between creation stories are explained under the correct headings.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Have students write individual reflections on the creation stories; explain the values and attitudes which have been portrayed throughout the stories.

- Develop logical arguments about lessons learnt from the story using critical thinking skills

Reflections should show the underlining values and attitudes in the creation stories. Reflections should also display an understanding of how these values and attitudes could be reflected in their lives.

Students will create a court hearing. Various roles will be assigned; for example, judge defendants, witnesses, prosecution and jury. In the court scene, arguments must be presented by both the prosecution, and the defendants' lawyers of any creation stories presented by the four (4) major world religions. Questioning will take place. The proceeding will be followed as that of a real court case.

- Forulate and articulate questions and answers
- Make informed decision or draw conclusions based on arguments presented
- Cite evidence to support arguments

Organization and structure of a court room setting. Each individual understanding his/her role and being able to carry out such role effectively. Questioning and answering at various levels (within each role) to show understanding concepts learnt. Evidence should be shown of the use of arguments to verify viewpoints. Efficient listening and reasoning skills are needed to ensure that students can listen to varied arguments presented and draw conclusions.

Students will be given a letter to highlight their role of taking care of the environment. Students will have to give a written response expressing their understanding of their roles as caretakers/ overlords, and the actions to be taken to take care of the environment.

- Critical thinking to discern their actions and the effects they have on the environment.

Responses would be formulated expressing comprehension of how they can be stewards.

Have students watch documentaries of some scientific theories of creation. For example, the 'Big Bang'. Let them formulate questions they would like to ask, at the end of the video. Support their discussion of the questions with handouts, PowerPoint presentations, or books, which have scientific theories of creation, to discover these answers. A science teacher may be used as a resource person to aid in this discussion.

- Discussion of the scientific creation theories presented.
- Discovery learning through manipulating information to answer questions

Appropriately formulate questions and seek answers for those questions. Organising and group cohesion in accumulating tin food items to give to those less fortunate.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Allow students to participate in charity activities such as a can drive, in which tin food items will be delivered to a place of safety or children's home. This is to give them a sense of taking care of those less fortunate. Throughout this activity students will write a reflective journal detailing the actions taken, the impact they believe it has on the individuals, as well as themselves.

Create an interactive PowerPoint presentation, which will have pictures and brief information, defining stewardship and creation.

Using brochures from organizations such as National Environmental Protection Agency (NEPA) or any qualified resource personnel, students will use information to create posters highlighting the necessity to care for the environment, as it relates to the future generations. This could be in the form of a poster competition in which the best posters could be placed at strategic points on the school compound.

- Assess the cause/effects of their actions
- Discovery learning through manipulating information to answer questions
- Interpret information to design/create posters
- Display their knowledge through creative means
- Interpret information to design/create posters

Express care and concern for those who are less fortunate. Through reflection convey their personal sense of concern for others.

Independently manipulate information to accurately answer questions which will show their understanding of terms.

Accurately use information to creatively display information learnt through posters
Demonstrate appropriate competitive ethics and willingness to display their work publicly.

Learning Outcomes

Students will be able to:

- ✓ Demonstrate that the Natural world has order, pattern and organization
- ✓ Recognise the similarities amongst religions with respect to the Origin of Life
- ✓ Make connections between beliefs about the origins of the universe and how humans should treat it
- ✓ identify key religious values connected with the environment
- ✓ Accurately express information using graphs
- ✓ Demonstrate awareness of the wonders of nature
- ✓ Relate the creation stories of the major religions
- ✓ Categorize items in the correct order
- ✓ Conduct research/investigation to gather accurate information related to the creation stories
- ✓ Tabulate information in the creation stories in a comparative form
- ✓ Recognise that responsibility is entrusted to humans for the maintenance/sustenance of the world of Creation
- ✓ Develop an openness and willingness to examine the beliefs, practices and values of others.
- ✓ Communicate and collaborate safely online to share, read and post comments about the care of the environment
- ✓ Use digital tools to search for information on one of the four major religions
- ✓ Create a poster digitally to depict elements of order in nature

Points to Note

Teachers should:

- With the integration of mathematics, ensure that the concepts of bar graphs or pictograms are explained thoroughly before the activity is done. Assistance may be given by the mathematics teacher
- In collecting pictures for their placement into the various biological groupings, ensure that a brief explanation of the differences between groups is given.
- Give detailed instructions as it relates to the court scene. Outline the roles of the various individuals (such as the defendants, witnesses lawyers etc.) to ensure that students are able to apply this behaviour and order is maintained.
- The letter can be one from an advice column (for examples, 'dear pastor' in the Jamaican Star) or one could be written specifically for the topic. For example,

"Dear Pastor,

My neighbour throws garbage in the gully near my home....when it rains our yards are flooded....What can I do about it?

Concerned Citizen"

- In creating the interactive PowerPoint presentation, the teacher should ensure that students can manipulate the software independently. They should be given information on a few slides and also provide questioning. The PowerPoint should allow students to select the answers and if the answers are incorrect, they will be redirected (via a hyperlink) to a slide that provides the information for them to deduce the correct answers.
- Assess students in developing critical thinking skills, by providing students with various levels of questioning that will allow them to think logically and critically.
- Guide students through manipulating information through question and answering.
- Encourage students to work cooperatively and effectively within groups.
- Guide students through the process of reflection and self-evaluation

Extended Learning

Students will:

- take responsibility for maintenance/cleanliness of an area along the 7th Grade block.
- Begin or join an environmental club in the school to do continuous work in preserving the environment.

RESOURCES

Internet
Printer
Computer
Text books
Resource Persons
Hand-outs
Brochures
Pictures
Videos
PowerPoint presentation
Observation sheets
Letter from advice column

KEY VOCABULARY

Creation, nature, environment, evolution, stewardship, pollution, preservation, conservation, procreation, being, myth, nothingness, form, creature, origin/beginning, responsibility, over lordship/dominion, order/design, chaos, moksha, theories

LINKS TO OTHER SUBJECTS

Link with Science - Grade 7 AT1 Exploring Science and the Environment "Understand the impact of climate change on organisms and the environment" and AT2 Living Things and life processes "Understand the process of sexual maturity and reproduction in humans"

Link with Social Studies - Grade 7 AT2 Developing an understanding of the interdependent relationship between man and his environment "Understand how human patterns of life are influenced by both human and physical factors"

Link with Civics - Grade 7 AT6 Demonstrate an awareness of individual and collective rights, their application, and attendant responsibilities "The interrelationship between rights and responsibilities within groups." AT7 Show an awareness of and a willingness to practice the principles of effective leadership and governance "The need for sustaining an environment conducive to the protection and exercise of rights and responsibilities.

Link with Technical Vocational Education - Grade 7 AT4 Career Awareness "Build skills relevant to the world of work and the areas of occupational interest

Link with Drama - Grade 7 AT2 Exploring and Enacting "Explore relationships between/among individuals"

About the Unit

In this Unit students will learn about/ to:

- Culture and Religion
- Culture/Cultural Identity and traditions
- Cultural retention, heritage, cross cultural influences
- Religion and Family Life
- Rituals, Festivals and celebrations connected with rites of passage
- Childrearing practices
- Local customs, religious customs, myths and superstitions
- Pregnancy, birth, naming ceremonies
- puberty and coming of age ceremonies
- Marriage
- Death
- The impact of major religions, African and other traditional religious expressions on family and community life in Jamaica.
- The contributions of Afro-Caribbean leaders to the development of the religions in the region and the world.

Guidance for the Teacher

The teacher should be aware of and be sensitive to students needs/feelings when treating lessons that will negatively affect students' emotions, e.g. Have students prepare obituaries that reflect burial rites when students in the class may have experienced death in the family. The teacher should also guide students in preparing interview/survey instruments: how to write open-ended questions. (Teacher may construct questionnaires where students are incapable of doing so or where the availability of time is limited).

Prior Learning

Check that students can:

- Explain some of the beliefs and practices connected with pregnancy, birth and infancy in different religious groups
- Identify specific religious and cultural practices peculiar to/ entrenched in Jamaica and the Caribbean regarding childrearing, marriage, death
- Share the oral culture, myths, superstitions, songs stories, proverbs.
- Reflect on the importance of life
- Explain the human life cycle

UNIT 4: Culture and Religion: Religion and Family Life
Attainment Target(s)
1 Learning about Religions:

Beliefs and Teachings: Explain how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship.

Practices and Life Styles: Describe and begin to understand religious and other responses to ultimate and ethical questions.

Expression and language: Define how some forms of religious expression are used differently by individuals and communities.

2 Learning from Religions

Identity and Experience: Evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship.

Objectives

- Define the terms rites of passage, ceremonies and culture
- Identify the various stages of life rites of passage may take place.
- Identify and describe various ceremonies of the different religions as they pertain to rites of passage/family life
- Delineate ways in which cultural identity is influenced by religion
- Discuss basic activities that take place as people within the community practise their faith
- Explain the significance of various festivals and ceremonies of the different religions as they pertain to rites of passage/family life.
- State how the various ethnic groups have influenced present religious expressions
- Distinguish between religions based on the rites of passage observed.
- Design posters, tabulate tables representing rites of passage in the religions studied.
- Differentiate between the practices of religious groups.
- Develop an open and unprejudiced attitude and a willingness to examine the beliefs, practices and values of others.
- Explain how religious ceremonies express the importance of life. For example, infant baptism at birth

Attainment Target(s)	Objectives
Meaning and Purpose: Make informed responses to questions of meaning and purpose in the light of their learning.	• Show by their behaviour that they value the richness of the contribution made by indigenous religious practices to Jamaican heritage
Values and Commitments: Evaluate ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, creation and the human community of which they are part. Express the capacity for doing good for the betterment of society and without any thought of personal gain.	• Appreciate the fact that there is a set of rules and values (usually based on religious principles) which underpins every society.
3 Learning how Religion Influences Change	
Religions and how they Adapted to Caribbean Life: Explore the geographical and historical influence of religion on Caribbean lifestyles.	• Explore at least ten religious practices among the four major religions that are now satisfactorily immersed into Caribbean lifestyle.
Religion as an Influence for Change: Examine and appreciate the contribution of religions to the development of perspectives/viewpoints on personal and corporate issues within the region and the world.	• Appreciate the contribution of Afro-Caribbean leaders to the development of religious thought in the Region and the world.
Religion and its Influence on Daily Life: Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.	• Develop an awareness that religion influences the culture of society • Value their ethnic origin as a means of learning their own worth. • State how major religions, as well as African and other traditional religious expressions, have influenced family and community life in Jamaica.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Students will:

In examining the oral history of the society, resource persons are invited to share (in the form of an interview) their experiences, stories, songs related to the various stages of life (this will also include possible superstitions or myths believed). In having prior discussion on the topic, students will be asked beforehand to formulate questions to be asked. At the end of the session, students and teacher will assess if the questions they have prepared were suitably answered. An example of a story or myth has to do with pregnancy; the do's and don'ts of a pregnant woman (e.g. walking over a pumpkin vine).

AND /OR

Create/construct an Interview instrument with the aid of the teacher in class. The instrument will be used to conduct interviews of elderly persons in their community to find out about how festivals and celebrations concerning rites of passage and family life are marked in their community.

Using the information gathered, identify key beliefs and practices pertaining to present day rites of passage within your community regarding birth, initiation, marriage and death. How do they differ in the 21st century from what they were like in times past?

Key Skills

- Listen keenly to and comprehend others.
- Assess information divulged, as to state whether or not various concerns have been addressed or concepts clarified.
- Design/ construct interview instrument/ write open ended interview questions
- Conduct Interview
- Analyse data

Assessment Criteria

Responses to the exercise of differentiating between former and present day practices show an accurate grasp of the relevant beliefs and practices

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Bring to class pictures of babies being blessed, baptized or christened, a young person being baptized or confirmed, a bride and groom, a funeral programme or pictures of a funeral in progress, as well as other pictures of rites of passage from the religious groups studied. Class will discuss how religious groups and their leaders use these activities to help to influence and shape family and community life: i.e. explore the influence of religion/rites of passage in a Christian, Jewish, Hindu and Muslim home as a child grows up in the family and the community.

Communicate and collaborate via online discussions with their peers from British Commonwealth countries about shared customs and practices regarding pregnancy, birth, coming of age, marriage and death in Christianity, Judaism, Hinduism Islam and one Rastafari mansion (group),, showing how each custom or practice was marked as persons transitioned in life.

David was born on April 10,1989.David was circumcised eight days after birth.He is expected to observe his Bar Mitzvah on his 13th birthday;

- Calculate which year would be his 13th birthday
- How many leap years would pass before his 13th birthday?
- On which Month and on what day would his Bar Mitzvah take place?
- How many days would pass before his 13th birthday?
- How many weeks and days before the circumcision was done?

Go on a field trip and observe or interview persons from varying religious communities (Christianity, Judaism, Islam, Hinduism) Create a flyer/Pamphlet, (using electronic or non-electronic means) for each religion showing the rites of passage.

- Compare
- Differentiate
- Question
- Discuss
- Evaluate
- Research/conduct electronic searches
- Identify
- Arrange
- Organise
- Differentiate
- Explore
- Consolidate
- Review
- Value
- Calculate
- Integrate
- Explore

Integrate the skills gained in Mathematics (Measurement Stands)

- Observe
- Design flyers

Authentic information in the flyer is evidence that information has been thoroughly researched and accurately grasped.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Discuss as a class the different ways that African beliefs and rituals have influenced Jamaican family life. Write summary paragraphs in their notebooks.

View a video clip of a staged Nine Night (Set Up) by Olive Lewin, Louise Bennett and Rex Nettleford. (Available at the Creative Production and Training Centre - CPTC. See resources segment).

Examine the features, symbols and rituals accompanying death.

Assess/Justify why great care is taken in rituals regarding death

Share their views about death via online discussion forum.

- Observe
- Recall
- Analyse
- Interpret
- Evaluate

Summary paragraphs indicate adequate grasp of the content.

Gain an appreciation for the contribution of Afro-Caribbean leaders to the development of religious thought in the Region and the world by visiting/reading/researching websites containing information about the philosophies of such leaders as Marcus Garvey and Bob Marley.

Write or type using word processing software a brief summary of their research findings.

OR

In role, dramatize a short skit in which the views of these leaders are shared.

OR

Compose a song or dub poem about Afro-Caribbean leaders' philosophies and influence.

- Cite sources accurately
- Enter text
- Format document
- Research/assess contributions
- Summarise
- Dramatise
- Compose

Written summary, composition or dramatic presentation reflects that students have grasped the content.

Learning Outcomes

Students will be able to:

- ✓ Explain how religion influences cultural identity
- ✓ Describe ceremonies related to rites of passage and family life
- ✓ Discuss activities that take place as people practise their faith/religion.
- ✓ Assess/Value Influence of major religions on family life
- ✓ Explain the contribution of Afro-Caribbean social, cultural and religious leaders to family life, and to the development of religious thought in the region and the world.
- ✓ Communicate and collaborate safely online during discussions with peers about religious practices that influence society.
- ✓ Use digital tools to create a flyer for each religion showing the rites of passage

Points to Note

Teachers should:

- Prepare letters
 - To parents informing them of the exercise/project
 - Inviting parents through the school community (P.T.A.) to be resource persons and/help in the discourse
 - of introduction for the students to go into the community
- Utilise the parents/grandparents/elders of the students in the school so as to have a social discourse and pass on social/cultural/ beliefs and practices from one generation to the other (Oral/Social History).

Liaise with the:

- Principal, for the event to be placed on the school calendar and use the school as the venue for the display.
- Teachers of other subject areas such as Social Studies, Civics, History, Tech Voc, Art and Design, Drama, Music, Mathematics, Science Language Arts, Modern Language etc. to get their input.
- Community and other stake holders

Remind students to:

- Demonstrate respectful, responsible and clear online communication
- Follow guidelines to promote healthy use of ICT tools

Extended Learning

Prepare an exhibition covering the unit: Culture and Religion- Religion and Family Life, to be displayed during the month of April/May to mark African Liberation Day and Child Month. This will incorporate in a holistic way religious, social, cultural discourse intergenerational/across generations.

The Approach will be thematic and shall include:

- Rituals
- Food
- Games
- Dress
- Music
- Dance

and should incorporate the various subject areas in the school.

RESOURCES

Textbooks
Video clip of Nine Nights Rex Nettleford, Louise Bennett, Olive Lewin etc.
CPTC Caenwood 37 Arnold Rd., Kingston 5.
African Caribbean Institute of Jamaica- 12 Ocean Blvd. Kgn.
Invite resource persons from different faith groups.
Computer
Internet
Speaker s
DVD/CD player

KEY VOCABULARY

Culture/Cultural identity, Tradition, Custom, Superstition, Cultural retention, Heritage, Festival, Celebration, Season, Rites of passage, Conception, Infancy, Rituals, Cross-cultural, Influence, Publicity, Naming, Indigenous, 'Mother', Shepherd, Samskara, font, mohel, bimah, shahadah, brit millah

LINKS TO OTHER SUBJECTS

Civics
Social Studies
Technical Vocational Education
Visual Arts
Drama
Music
Mathematics
Language Arts

NSC

RELIGIOUS EDUCATION

GRADE 7: TERM 3

About the Unit

In this Unit students will learn about the influence of religion on cultural identity. This will include an examination of:

- how religious beliefs influence the governance of society
- the impact of religion on the formation of attitudes and values
- how religion influences aspects of culture such as dress, food, the arts, sex and hygiene
- the influence of Caribbean indigenous religions on the Jamaican society.

Guidance for the Teacher

The teacher may construct questionnaires where students are incapable of doing so or where the availability of time is limited. The teacher should also make links with Social Studies and Civics re governance and Afro-Caribbean leaders, drawing on appropriate content to support the teaching of this segment. This lesson topic is particularly sensitive and should be approached with the utmost tactfulness. Every effort should be made by the teacher to drive home the religious views on the different aspects of lifestyles. However, a delicate balance needs to be struck between encouraging students to live by and pass on positive moral values and the realization that they have the freedom to choose which moral values they live by.

Prior Learning

Check that students can:

- Name and identify how, when, why and from which countries the major religions came to the Caribbean.
- outline some of the beliefs and practices that are evident among religious groups.
- Briefly explain the origins, basic beliefs and practices of Rastafari and Revivalism, and how members of these movements may be recognized in daily life.
- Explain ways in which Rastafari and Revivalism have influenced society.

UNIT 5: Religion and Society
Attainment Target(s)
1 Learning about Religions

Beliefs and Teachings: Examine origins, beliefs and practices of selected world religions and other religious groups.

Practices and Life Styles: Distinguish between key features of different faiths; including commonalities and differences (e.g. within the rites of passage) in an effort to gain insight into the nature of religion and what it means to be religious.

Expression and language: Identify how people from different faiths express themselves, acquire and develop those skills which will help them to demonstrate and appreciate their knowledge of these faiths.

Objectives

- Define and use correctly the concepts religion and culture.
- Delineate ways in which cultural identity is influenced by religion.
- Recognize religious groups by the beliefs and practices which they communicate and/or exhibit within the society, particularly via the media
- Discuss basic activities that take place as people within the community practise their faith
- Identify similarities and differences among some practices of religious groups with particular reference to dress, diet, art forms and sex
- Manage effectively their own spiritual and physical lives
- State how the various ethnic groups have influenced present religious expression
- Discuss basic activities that take place as people within the community practise their faith
- Demonstrate growth in religious insight.
- In a clear and concise manner, and while using religious language correctly, explain practices of different religious groups to interested persons

Attainment Target(s)	Objectives
2 Learning from Religions Identity and Experience: Develop and exercise sensitivity and wisdom in their response to those people whose religious and other practices may be different from those with which they may be familiar. Meaning and Purpose: Evaluate the role of religion in the lives of individuals, the family and society as they seek to find the meaning and purpose of life. Values and Commitments: Appreciate the importance of commitment and values to moral and /or religious principles.	• Describe some of the ways in which Caribbean indigenous religions impact on the Jamaican Society. • Evaluate the various lifestyles presented to them in society, particularly via the media and by people with whom they come in contact. • Lay the foundation for a satisfying and responsible sexual relationship between male and female when this occurs in adult life. • Take proper care of their bodies, and avoid, wherever possible, the problems associated with bodily abuse of any sort. • Connect with their ethnic origin as a means of valuing their own self-worth. • Accept responsibility for the consequences of their choices. • Delineate the religious and social implications of family planning • Discern the cohesiveness that exists between what is learned in Religious Education and in other subjects in the school curriculum. • Recall/apply appropriate experiences to situations being discussed and draw meaningful conclusions from so doing. • Develop an open and unprejudiced attitude to the beliefs, practices and values of others. • Appreciate the fact that there is a set of rules and values (usually based on religious principles) which underpins every society. • Clarify their values about sex and family life • Use religious and moral principles to analyse situations and make responsible decisions about right and wrong.
3 Learning how Religion Influences Change Religions and how they Adapted to Caribbean Life: Examine the traditional belief systems of Jamaica and in the Caribbean and the part that they have played in shaping the religious cultural and social life of the region. Religion as an Influence for Change: Examine the roles and functions of religious leaders in the process of nation building in Jamaican society and in the world over time.	• Develop the awareness that religion influences the culture of society • Examine some of ways in which religion influences the formation of attitudes, values and beliefs. • Identify and discuss various ways in which religious beliefs affect the governing of society • Outline the influence of religion on architecture and the arts.

Attainment Target(s)

Religion and its Influence on Daily Life: Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.

Objectives

- Compare and contrast the impact of a religious/non-religious lifestyle on family life
- Analyse and evaluate the influence of religion on people's lifestyles

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Participate in class discussion about making right choices. This will be based on scenarios presented in handouts distributed by the teacher. Scenarios will be examined to determine when and why choices are made, and what guides people's understanding of right and wrong.

Examine right and wrong as it relates to relationships. Create a public awareness message with an original sound track about making right choices as part of a campaign to influence change among teenagers.

- Discuss
- Critique content/scenarios
- Create and design digital message
- Assessment Criteria
- Students will articulate clearly the influence of religion on ethical reasoning.

In groups research using online and offline sources/review literature to remind themselves how, when, from which countries and why people of different religious faiths came to the Caribbean from different parts of the world. Share findings with class using different means such as multimedia presentations, typed reports etc.

- Research
- Cite sources
- Create and format multimedia presentations
- Review literature
- Write reports

Competently and accurately articulated research findings reflect an adequate understanding of content previously studied.

Identify and talk about their ethnic origins: persons in their families, school, community or the country that are of African, Asian, Middle Eastern or European descent. Talk also about religious retentions in Jamaica that originated in or have connections with these regions, and whether people they know belong to any of these groups.

- Recall
- Make connections
- Draw reasoned conclusions

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Use teacher-designed questionnaire (or one constructed by them) to collect factual information on religious retentions of the four major world religions that came to the Caribbean. Factual information could be collected using online or offline sources. Share and discuss findings in class. Pick out concepts relevant to the unit.	• Construct/Administer questionnaires/ • Conduct interviews • Gather relevant information • Use search engines safely to perform single topic searches • articulate clearly	Accurate factual information on the religious retentions within the four major world religions collected and articulated.
Students will: Invite resource persons from among the Zion Revivalists or from the African Caribbean Institute of Jamaica (ACIJ) to class to answer questions specific to Revivalist beliefs and practices. OR: Conduct interviews in their communities with members of the Zion Revivalist faith who will share personal experiences concerning their beliefs and practices in response to specific questions. OR: Visit the library, consult Religious Education texts, surf the Internet or watch DVDs/CDs to gather information on the beliefs and practices of Revivalists. Share with e-pals in other Ministry of Education regions information gathered on beliefs and practices of Revivalists. Examine evolving Christian evangelical religious groups present in the local community which came to Jamaica since the beginning of the twentieth century.	• Observation • Ask appropriate questions • Conduct interviews • Research/Conduct electronic searches • Post comments online	A written factual account of some of the beliefs and practices of Revivalism reflects a clear understanding of how Revivalist beliefs and practices influence society .

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Research using online and offline sources for the nature of the four major religions via the internet. Invite a religious leader to explain how and when they came to Jamaica, what their different branches are, and how they influence society.	• Single topic searches • Observe moral principles when using digital materials • Discuss • Ask appropriate questions • Organize information logically • Draw reasoned conclusions	Accuracy of information produced in literature review gives evidence of a thorough grasp of the required content.
Students will: Review with teacher some ways in which religion can influence culture and cultural identity, drawing on their prior knowledge about the four major religions, Revivalism and Rastafari. In two groups, produce skits showing the worth of the contribution made by indigenous religious practices to Jamaican heritage.	• Recall • Make connections • Participate collaboratively	Skits reflect a clear grasp of the contribution made by indigenous religious practices.
Discuss how religious groups use the media to influence society. Name some radio and television programmes and other media both locally and internationally that are used for this purpose. Share thoughts about the content of each program viewed.	• Recall • Assess activities in society/ think critically	

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Play the same guessing definition game as played previously and define the word 'governance'. Teacher will show how this term is linked to Social Studies and Civics content, discussing how society is governed. Create a web along with a discussion surrounding the influence of religion on the governance of the society. Include:

- How religious beliefs/practices/rules and values affect laws, holidays, holy days, prayers at Parliament, national days of prayer.
- Examples of religious states (e.g., an Islamic State, The Vatican).

Engage in a debate of the ways in which religion can either unite or divide people using Read e-newspapers to learn more about how religion is either uniting or dividing people in the world today.

Moot :Religion is the opium of the people

Share their views and feeling with e-pals.

- Discuss
- Recall
- Critique/assess
- Make connections
- Draw reasoned conclusions
- Debate
- Read online e-newspaper
- Post comments online

Accurately debate the unification and division of religion without prejudice with supporting evidence.

Create pamphlets/brochures/posters that highlight aspects of religious and cultural impact on society studied. In groups set up a religious and cultural corner in classroom. Decorate assigned corner with prepared charts and brochures to reflect the topic for the day .Pictures and objects should be included. Answer any questions that members of the opposing groups may have about these and other aspects of materials studied.

- Work collaboratively
- Clearly articulate accurate answers
- Create and format documents

Students' participation in decorating and manning question and answer booths reflects a clear understanding influence of religion on the governance of society.

Research using the Internet/electronic storage devices on how religion influences diet,dress,arts,guidlines for behavioural codes. Prepare songs,poems,posters etc. to reinforce what is learned.

- Compare songs and poems
- Design posters

Students will clearly articulate their views on values influencing lifestyles.

Do survey to document the consequences of the use and abuse of one's body. Include impact of diet. Use pictograph or other means to illustrate for general information of school population.

Conduct class debate re consequences of the use and abuse of the body.

- Use survey to collect information
- Illustrate using pictograph
- Contribute to class debate

Students can competently use pictographs to illustrate some consequences of abusing one's body.

Students confidently articulate and contribute to debate

Learning Outcomes

Students will be able to:

- ✓ Identify how religious groups in the community use the media to spread their beliefs and practices and so influence society.
- ✓ State how the various ethnic groups have influenced the development of present day religious expressions.
- ✓ Demonstrate understanding of basic activities that take place as people within the community practise their faith.
- ✓ Value their ethnic origin as a means of learning their own worth.
- ✓ Explain how religion can either unite or divide people.
- ✓ Display an open and unprejudiced attitude to beliefs, practices and values of others.
- ✓ Show appreciation for the fact that there is a set of rules and values which underpins every society and which leads to effective governance.
- ✓ Communicate and collaborate safely when reading online and communicating with e-pals.
- ✓ Conduct electronic searches on various religious practices in society.
- ✓ Create documents using word processing software to create pamphlets/brochures/posters.

Points to Note

Remind students to:

- Recognise some of the dangers associated with internet use and demonstrate safe online behaviours.
- Recognise and acknowledge the owners or creators of digital materials and encourage others to do so.
- Demonstrate respectful, responsible and clear online communication and encourage peers to do so.
- Follow guidelines to promote healthy use of ICT tools.

Teacher needs to ensure that the cohesiveness of Religious Education with other subjects is emphasized.

Lessons should be taught objectively. Content should be integrated across subject areas.

Extended Learning

Pupils could investigate whether there are new/ emerging religious movements in their communities and if so find out some of their major beliefs and practices.

Students should watch YouTube or other videos and try to identify possible similarities and differences in the beliefs, practices and lifestyles of the four major religions.

or

Research/watch/ critique cultural presentations/plays that depict everyday lifestyles. Discuss religious beliefs that address these lifestyles.

RESOURCES

Computer, Internet, Recording devices, Image capturing devices, Speakers, Religious Education Texts, Internet, DVDs/CDs, Resource persons

KEY VOCABULARY

Culture/cultural identity, Tradition, Superstition, religious retention, Sect, Cross-cultural, Influence, Indigenous movement, 'Mother', 'Shepherd', Governance, Revivalism, Pentecostals

LINKS TO OTHER SUBJECTS

Social Studies: Recognise the contribution of individuals who have helped to shape Jamaica's development over time. AT 4

Living Together –Appreciate some of the ways in which people can live and work together to benefit their communities. AT3

Civics: Demonstrate an understanding and appreciation of self as an individual and in specified contexts. AT1

Display an understanding and appreciation of own heritage, and of the culture and heritage of selected groups. AT2

NSC

RELIGIOUS EDUCATION

GRADE 8 UNITS

TERM 1

Theme: Worship

Unit 1 (7 weeks)

Elements of Worship Across Religions

- Definition of Concepts
- Purpose and Functions of Worship
 - Communication with Deity
 - Providing meaning and purpose for life
 - Conflict resolution
 - Providing solace, support and a sense of community.
 - Sustaining faith to guide one's conscience, and strengthen one's convictions.
- Common elements of worship in the Four Major Religions
 - Prayer
 - Music
 - Movement
 - Reading of Sacred Writings
 - Exhortation
- Forms of Worship
 - Individual/personal
 - Corporate (differences and similarities)
- Times of worship
 - Days of worship
 - Times of day
 - Frequency
- Places of Worship
 - Christianity- Church,Cathedral,chapel
 - Islam- Mosque,Masaajid,Kaaba
 - Judaism- synagogues,Shul, Temple
 - Hinduism-Mandirs, Home Altars, Temples

TERM 2 •

Theme: Worship

Unit 3 (6 weeks)

Sacred Writings

Some similarities and differences between sacred books of the religions specified (e.g., a) Deity/deities and their names, b) guidelines for living, c) explanations of: creation and how things began; death, dying and the afterlife; Good and Evil.

Relate teachings to daily life

- Islam:
 - Qur'an – Muhammad's revelation
 - Hadith /Sunnah
- Christianity:
 - Bible - Divisions and types of writings
 - Old Testament
 - New Testament
 - Narrative
 - Laws
 - Prophecy
 - Apocalyptic Writings
 - Parable
 - Wisdom Sayings
 - Miracle Stories
- Judaism:
 - TeNaKh containing:
 - Torah – (Laws)
 - Nevi'im – (Books of the Prophets)
 - Ketuvim – (The Holy "Writings")
 - Talmud

TERM 3

Theme: Worship

Unit 4 (7 weeks)

Celebrations

Significance of festivals, gestures and the signs and symbols used by the followers of religious faiths during these celebrations

- Signs and Symbols common to different religions, including:
 - Physical symbols: light, water, fire, bread, holy places, the moon, the sun ,cities, candles
 - Gestures (signs): closed eyes, kneeling, clasped hands, bowed head, prostrating
- Significance of Symbols used by specific religions
 - Hinduism (Aum, Swastika)
 - Judaism (Mezuzah, Star of David)
 - Christianity (Cross, Fish)
 - Islam (Dome, Minaret)

Definition of Concepts

- Festivals; How, when and why they are celebrated
 - Christianity - Christmas
 - Judaism - Hannukak
 - Islam - Eid-UI-Fitr
 - Hinduism - Divali
 - Rastafari - Groundation
 - Revivalism - The Annual convention at Watt Town

TERM 1

Theme: Worship

Unit 2 (7 weeks)

Founders , Leaders and Holy Places

Founders

- Christianity
 - Jesus –The Sermon on the Mount with emphasis on the beatitudes. The Two greatest commandments
- Judaism
 - Abraham The importance of obedience, willingness and Faith –Willingness to sacrifice Isaac

TERM 2

- Hinduism/Sanatana Dharma/Vendantism:
 - Shruti
 - Rig Veda
 - Yajur Veda
 - Sama Veda
 - Atharva Veda
 - Smriti
 - Upanishads – story-poems such as: Mahabharata, Ramayana

Factors that influence one's choice of faith

- Parental influence
- Racial/ethnic origin
- Country of birth
- Evangelism
- Influence of peers/spouses/siblings
- The media
- Personal conviction
- Sacred writings

TERM 3

TERM 1

Unit 2 continued

- Islam
 - Muhammed –submission to the will of Allah brought greater meaning and purpose to life.
- Hinduism (No Founder)

Leaders

- Judaism
 - Rabbi
 - Moses –emphasis on The Ten

Commandments

- Hinduism
 - Guru, Pandit, pundit(leaders)
 - Emphasis on Yama and Niyama
- Christianity
 - Priests ,Bishop
- Islam
 - Imam (emphasis on Major and Minor sins in Islam)

- Rastafari
 - Marcus Garvey- emphasis on his teachings and sayings.
 - Examples “If you haven’t confidence in self, you are twice defeated in the race of life. With confidence, you have won even before you have started.
 - We must give up the silly idea of folding our hands and waiting on God to do every thing for us. If God had intended for that, then he would not have given us a mind...”Holy Places/Pilgrimage (Significance) (e.g., Mecca Jerusalem, Israel, Ganges)

TERM 2

TERM 3

There are three key Attainment Targets in Religious Education Learning about religions, learning from religions and learning how religion influences change. Each Attainment Target is further sub divided into three separate areas of focus.

★ ★ ★ ★
ATTAINMENT TARGET 1:
Learning about Religions

★ ★ ★ ★
STRAND 1: Beliefs and Teachings

- Identify and discuss the places of origin of major religions and the roles and functions of their leaders.

★ ★ ★ ★
STRAND 2: Practices and Life Styles

- Deliberate on and evaluate their understanding of self in relation to deity. Identify and describe places of worship in various religions and explain the significance of the various physical features within them.

★ ★ ★ ★
STRAND 3: Expression and language

- Explain, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.

★ ★ ★ ★
ATTAINMENT TARGET 2:
Learning from Religions

★ ★ ★ ★
STRAND 1: Identity and Experience

- Explain and discuss how religion provides insights and motivation for one's life and enhances the capacity to worship.

★ ★ ★ ★
STRAND 2: Meaning and Purpose

- Discuss and deliberate upon key aspects about the puzzling facets of life and experiences and suggest answers, making reference to the teachings of religions studied.

★ ★ ★ ★
STRAND 3: Values and Commitments

- Appreciate the importance of commitment and values to moral and /or religious principles.
- Distinguish between ways in which worshippers in different religions show that they are accountable to self, Creator and the human community of which they are a part.
- Examine the methods used by different world religions to teach the exercise of ethical responsibility.

★ ★ ★ ★
ATTAINMENT TARGET 3:
Learning how Religion Influences Change

★ ★ ★ ★
STRAND 1: Religions and how they Adapted to Caribbean Life

- Explore the geographical and historical context in which present day worshipers recognize the contribution of founders and leaders and how they have adapted to Caribbean life.

★ ★ ★ ★
STRAND 2: Religion as an Influence for Change

- Examine how personal acts of faith contribute to preserving and passing on heritage which religious groups consider as important to them and have influenced change.

★ ★ ★ ★
STRAND 3: Religion and its Influence on Daily Life

- Explore the ways in which sacred writings influence the everyday lives of people. Recognize, appreciate and develop respect for the similarities and differences in sacred writings, symbols and rituals within the cultures from which they emerged and then shaped our daily lives. Examine worship practices that emphasize an appreciation for the sacredness of life.

Range of Content

What are the key concepts, skills and knowledge students will learn in this subject?

The Grade 7-9 Curriculum is centred around three themes: Identity (Grade 7), Worship (Grade 8) and Stewardship (Grade 9). Nine strands span these grades/themes, namely: beliefs and teachings; practices and lifestyles; expression and language; identity and experience; meaning and purpose; values and commitments; religion and how they adapted to Caribbean life; religion and its influence for change; religion and its influence on daily life.

The theme for Grade 8 is Worship. Grade 8 further exposes students to concepts relating to the elements of worship found in all religions, examines the many ways in which feelings and beliefs are expressed, as well as the factors that influence one's choice of faith. Other topics explored are:

- Places and leaders relevant to different religions
- Sacred writings used by different religions
- Signs and symbols common to or specific to the major religions and
- Celebrations within major religions.

In examining these topics, students will learn to critically examine themselves and the factors that influence their choice of faith. They will have an understanding of deity in relation to themselves, other human beings and the rest of creation. They will begin to interpret religious activities in the context of balanced and accurate information. They come to realise that worship is an essential part of the ritual dimension of any religion. They also develop an appreciation for beliefs and practices other than their own, or with which they may be familiar. This will enable them to develop their own spiritual sensitivity which will foster harmony and peaceful co-existence among persons of differing religious beliefs.

NSC

RELIGIOUS EDUCATION

GRADE 8: TERM 1

About the Unit

In this Unit students will learn about:

- Some of the purposes and functions of worship
- Common elements of worship
- Form and Times of worship
- Places of worship in the religions studied

Guidance for the Teacher

The teacher should clearly outline that patterns and forms of worship differ from denomination to denomination and from sect to sect within different religions. The teacher should also explain to students that while there is diversity in worship across religions, there are certain common features of worship present in them. This Unit and all the other units following should be taught using a learner centred approach. Teaching and learning activities and resources developed throughout the year should be preserved for display within the school on the Religious Education Open Day recommended at the end of the Year. The connection should also be made between the history of Jamaica and the Caribbean and the places of worship that have been built in the region.

Prior Learning

Check that students can:

- Identify by sight the places of worship of different religious groups
- Recognize that religion can help to form the basis of morals and values
- Examine ways in which factors such religion, culture and society affect self
- Show by their behaviour that they understand the connection between self and Deity
- Outline ceremonies and rituals observed during worship

UNIT 1: Elements of Worship Across Religions
Attainment Target(s)
1 Learning about Religions

Beliefs and Teachings: Identify and discuss the places of origin of major religions and the roles and functions of their leaders.

Practices and Life Styles: Deliberate on and evaluate their understanding of self in relation to deity. Identify and describe places of worship in various religions and explain the significance of various physical features within them.

Objectives

- Define and use correctly the concepts listed in the key vocabulary.
- Explain the purpose and functions of worship.
- Examine basic beliefs and practices governing worship in the four major religions.
- Describe the role, function and significance of both individual and corporate worship in Religion.
- Identify and discuss the diversity and common features of worship across the religions under study.
- Identify and discuss the times when individual or corporate acts of worship take place within different religions.
- Be willing to observe forms of worship to which they are not accustomed.
- Examine some of the ways in which worship enhances and develops the ability to relate to and work harmoniously with others.
- Describe the role, function and significance of places of worship in religion.
- Identify and describe places of worship in various religions including the physical features within them.

Attainment Target(s)

Expression and language: Explain using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.

2 Learning from Religions

Identity and Experience: Explain and discuss how religion provides insights and motivation for one's life and enhances the capacity to worship

Meaning and Purpose: Discuss and deliberate upon key aspects about the puzzling facets of life and experiences and suggest answers, making reference to the teachings of religions studied.

Values and Commitments: Distinguish between ways in which worshipers in different religions show that they are accountable to self, creator and the human community of which they are a part. Examine the methods used by world religions to teach the exercise of ethical responsibility.

3 Learning how Religion Influences Change:

Religions and how they Adapt to Caribbean Life: Explore the geographical and historical context in which present day worshipers recognize the contribution of founders and leaders and how they have adapted to Caribbean life.

Religion as an Influence for Change: Examine how personal acts of faith contribute to preserving and passing on heritage which religious groups consider as important to them and have influenced change.

Objectives

- Analyse how religious followers express themselves during worship.
- Discuss how they have gained insight and motivations from religious faith and experience.
- Demonstrate an awareness of the importance of worship across religions.
- Reflect on the consequences of their actions and learn how to forgive themselves and others
- Appreciate and respond to a variety of religious experiences
- Explain and discuss how religion provides insights and motivation for one's life and enhances the capacity to worship.
- Examine worship practices that emphasize an appreciation for the sacredness of life.
- Examine how spiritual development allows growth of self, identifying and maximising unique potentials and embracing the will to achieve.
- Discuss some of the ways in which worship allows persons to find meaning and purpose in life
- Develop an open and unprejudiced attitude to the beliefs and practices of others.
- Use religious and moral principles to analyse situations and make mature decisions about right and wrong.
- Analyse the effects of religion on the formation of attitudes, values and beliefs.
- Develop the sensitivity which will foster harmony and peaceful co-existence among persons of differing religious beliefs.
- Respect their own culture and that of others and be curious about similarities and differences.
- Articulate religious doctrines on morality and codes of ethics
- Show by their behavior that they are aware that worshipers should make every effort to ascertain that non-participants are not unduly disturbed or inconvenienced by individual or corporate worship practices

Attainment Target(s)

Religion and its Influence on Daily Life: Explore the ways in which sacred writings influence the everyday lives of people. Recognize, appreciate and develop respect for the similarities and differences in sacred writings, symbols and rituals within the cultures from which they emerged and then shaped our daily lives. Examine worship practices that emphasize an appreciation for the sacredness of life

Objectives

- Reflect upon the importance of obedience and commitment
- Articulate their views on the influence of religion on daily life

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Prior to this class, teacher would need to prepare strips of paper with key concepts to be covered in this Unit and the definitions of such. Teacher would also need to make the proper provisions to ensure that students can use cartridge papers, permanent markers and school glue to complete this activity

Activity - "Lay it Out"

- a. Divide the class in groups. Each group will be provided with strips of paper. Some strips will have key concepts and others will have definitions.
- b. Instruct each group to label their cartridge paper 'Key Concepts in Worship'. Then, using the strips of paper provided, lay them out on the cartridge paper. Accurately match the key concepts with the definitions and then use the glue to paste such accordingly.
- c. Mount completed cartridge papers of the key concepts and definitions of terms used in worship in designated sections of the class.

At the end of the session, teacher could collect and store cartridge papers for further display and use. Or, allow students to mount such in their assigned Form Rooms/Religious Education Room.

- Cooperating with peers
- Match definitions with concepts

Ability to creatively mount and match key concepts with definitions

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

In groups, use the required Texts and hand-outs prepared by the teacher to:

- Discuss and summarise the purposes and functions of worship
- Prepare group presentation
- Allow one representative from each group to use image capturing devices to record each presentation
- Make presentations into a class video. This could be further developed and placed on display towards the end of the year at the recommended Open Day.
- Allow students to watch video while reinforcing/recapping the purposes and functions of worship

Invite a resource persons of each of the four major world religions, to speak on the roles and function of worship and give an example of a worship practised that give adoration of life.

Students will be placed in groups of four and asked to creatively demonstrate the roles and functions of worship of a particular group and share the importance of worship to the particular group.

- Read and comprehend, discuss,
- Summarize, observe and draw reasoned conclusions about the purposes and functions of worship.
- Cooperate with peers
- Create video
- Demonstrate roles and functions of worship
- Collect information
- Identify key terms

Class video developed and prepared by each group shows evidence of a clear grasp of the purposes and functions of worship. Demonstrating the roles and function of a worship

Unscramble jumbled words to identify key terms associated with elements of worship. Use the words unscrambled in short Standard Jamaican English paragraphs that explain these distinctions.

Examine through discussion ,how these elements (of prayer, music, movement, reading of sacred writings and exhortation) are used to enhance worship, including worship services they have observed whether by visitation or by means of electronic media. Compose poems, songs or choreograph dances to depict this significance.

- Unscramble/Assemble key terms with the elements of worship
- Discuss the elements of worship
- Make distinctions between the elements of the religions
- Constructing scrap books
- Presentation on information in the scrap book
- Setting up Display with scrap book

Students demonstrate a clear understanding of the distinctions between and purpose of elements of worship by accurately completing class activity.

Students' compositions or choreographed creative pieces show evidence of an accurate understanding of the nature, significance and functions of elements of worship. Compilation of scrap book will show students understanding of information researched.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

In a class discussion students will share their experience having observed worship session. Give a report of the proceedings done and give their opinion of the meaning and present to class. Make into a class video.

- Reports observation of worship session
- Observation worship session
- Discussion meanings gained from worship sessions
- Create videos of worship session

Giving a report on the proceedings done at either a corporate or individual worship session.

Watch YouTube videos to discover/review ceremonial rites that are performed before or during worship in different religions (e.g. ritual washing and cleansing). Differentiate between them. Watch also and discuss videos about the sacraments of baptism and Holy Communion and about confirmation and the Sacred Thread ceremony. Dramatize key aspects of the material viewed.

- Review ceremonial rites
- Discuss Videos
- Dramatize key aspects

Dramatizations show a clear and accurate understanding of the rites and ceremonies examined

In groups, organize digital role plays and use such to compare forms of worship (individual and corporate) and times when these acts of worship take place in the different religions. Outline the similarities and differences in the forms and times of worship in the different religions.

- Compare the forms of worship
- Organize digital role plays
- Distinguish between forms of worship

Students effectively use digital role plays to compare Forms and Times of worship in the different religions, and are able to distinguish between similarities and differences in the different religions.

Combine resources as a class to make models of the interior and exterior of a typical place of worship as normally designed and built by each religious group understudy. Do a powerpoint presentation on the significant features of the interior of places of worship of the four major and indigenous religious groups

- Combine resources
- Make models

Accuracy of the designs of the interior and exterior of places of worship

Learning Outcomes

Students will be able to:

- ✓ Define and use correctly concepts relating to elements of worship across religions.
- ✓ Identify and discuss the diversity and common features of worship across the religions under study.
- ✓ Explain the purpose/importance and functions of worship in the different religions. Outline the factors that can influence one's choice of Faith.
- ✓ Develop a sense of tolerance towards the beliefs and practices of religions other than their own.
- ✓ Outline worship practices that show appreciation for the sacredness of life.
- ✓ Show by their behaviour that they appreciate the concept of the Divine Show a sensitivity to others' beliefs and practices that fosters peace and harmony in the world.
- ✓ Identify, categorize and make models of places of worship
- ✓ Identify similarities and differences between the interior and exterior of places of worship
- ✓ Label and describe the features of the places of worship in the various religions
- ✓ In groups conduct electronic searches to obtain information on a factor that influences choice of Faith

Points to Note

The teacher should avoid debates about who or what is God. Instead, guide students into appreciating the fact that followers of different religions worship someone or something greater than themselves: this Divine Being they call 'God.'

Extended Learning

- Examine some of the effects of religious intolerance in our society today
- Discuss ways in which religion can influence conflict resolution

RESOURCES

Religious Education Textbooks, Other Religious texts, Resource Persons, Internet, Technological recording device, Cartridge paper, Permanent markers, School glue

KEY VOCABULARY

Worship (forms and acts), Prayer, Sacred writings, Exhortation, Devotion/ adoration, Individual worship, Corporate worship, Faith, Response, Commitment, Worth, Reverence, Wudu, Tallit, Convention, Du'a, puja, conviction, ra'kah, mantra, Shema, Siddur, minyan, yarmulke, shrine, mandir, temple, church, synagogue, mosque

LINKS TO OTHER SUBJECTS

Social Studies: know and value the contributions of communities and institutions in fostering national, regional and international integration. AT3

Drama: Expressing and enacting. AT2

Language Arts: Writing – Communication. AT3

Civics: Demonstrate an understanding and appreciation of self as an individual and in specified context. AT1

Home and Family

About the Unit

In this unit students will learn to:

- Founders, Leaders and holy places in the four major religions (Hinduism, Judaism, Christianity and Islam) and Rastafari
- The major contributions and teachings of the founders and leaders
- The significance of the teachings of founders and leaders in developing character, morals and values which are applicable to real life
- The use of the teachings as foundations of guidance for living

Guidance for the Teacher

The aim of this Unit is not to indoctrinate any student into following any of the religions studied but to:

- Educate the students about the founders and leaders of the religions studied
- Examine the major contributions made by the founders and leaders
- Use such teachings to promote spiritual, moral, social and cultural development in the Religious Education classes
- When teaching about the names, roles and functions of religious leaders, the teacher should guide students into a clear understanding of the distinctions, similarities and differences between them
- Teacher should ensure that information concerning the founders/founding of each major religion in its place of origin is reviewed, and the connection is made between the significance of places of pilgrimage and the founding/founders of each religion

Prior Learning

Check that students can:

- Investigate how events in the lives of outstanding religious persons motivated them and contributed to the founding of selected major religions and other religious groups.
- Identify the founders of Faiths in the religions studied.
- Discuss the roles that religious leaders have played in the Jamaican society and how they have influenced change.

UNIT 2: Founders, Leaders and Holy Places
Attainment Target(s)
1 Learning about Religions

Beliefs and Teachings: Identify and discuss the places of origin of major religions and the roles and functions of their leaders.

Practices and Life Styles: Deliberate on and evaluate their understanding of self in relation to deity. Identify and describe places of worship in various religions and explain the significance of various physical features within them.

Expression and language: Explain using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.

Objectives

- Define and use correctly the concepts listed.
- List some of the teachings of Marcus Garvey and the Patriarch Moses.
- Explore how religious beliefs and teachings guide actions.
- Explain the importance of religion in countries and cultures.
- Locate on a world map and describe places of pilgrimage related to religions under study
- Explain why places of pilgrimage are important to believers
- Develop a table of similarities and differences of the teachings of founders and leaders in the religions studied.
- Explain some of the ways in which the teachings of Christianity have helped to shape practices and lifestyles in Jamaica.
- Summarise the life of the founder of each major religion (Christianity, Judaism and Islam).
- Discuss some of the ways in which the Rastafari way of life has impacted on /contributed to cultural development in Jamaica.
- Explore some of the ways in which one can clearly distinguish between the followers of different religions.

Attainment Target(s)

2 Learning from Religions:

Identity and Experience: Explain and discuss how religion provides insights and motivation for one's life and enhances the capacity to worship

Meaning and Purpose: Discuss and deliberate upon key aspects about the puzzling facets of life and experiences and suggest answers, making reference to the teachings of religions studied.

Values and Commitments: Distinguish between ways in which worshipers in different religions show that they are accountable to self, creator and the human community of which they are a part. Examine the methods used by world religions to teach the exercise of ethical responsibility.

3 Learning how Religion Influences Change:

Religions and how they Adapt to Caribbean Life: Explore the geographical and historical context in which present day worshipers recognize the contribution of founders and leaders and how they have adapted to Caribbean life.

Religion as an Influence for Change: Examine how personal acts of faith contribute to preserving and passing on heritage which religious groups consider as important to them and have influenced change.

Religion and its Influence on Daily Life: Explore the ways in which sacred writings influence the everyday lives of people. Recognize, appreciate and develop respect for the similarities and differences in sacred writings, symbols and rituals within the cultures from which they emerged and then shaped our daily lives. Examine worship practices that emphasize an appreciation for the sacredness of life

Objectives

- Examine some of the ways in which the teachings of Marcus Garvey have helped to shape identity for the black race.
- Explain the importance of religion in countries and cultures.
- Analyse the role the religious leaders play in the lives of the individual.
- Discuss some of ways in which knowledge of the teachings of the founders and leaders in the religions studied can help students to find meaning and purpose in life.
- Recognize and respect the importance of pilgrimage to followers of various religions
- Explain some of the teachings of different religious leaders which have contributed to the values and morals of society.
- Show respect for religious leaders.
- Examine some of the ways in which Garvey's teachings has positively shaped the concept of self-acceptance among the black race.
- Explain how the Ten Commandments help to shape the religious, social and cultural norm in the Jamaican society today.
- Discuss some of the ways in which religion helps to influence society.
- Describe some of the ways in which Rastas have expressed their ideas through creative and expressive arts thereby contributing to their identity.
- Identify the names and functions by which present-day leaders of different religions are known, and use this information correctly in conversation.
- Identify some of the characteristics /traits of a good leader
- Explain how the lifestyle and teachings of religious leaders can be used to influence the character and qualities of leaders today
- Develop appropriate and harmonious relationships with all concerned as far as it is possible.
- Develop an open and unprejudiced attitude to the beliefs, practices and values of others.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Create a timeline marking/ highlighting events from birth to the beginning of the founders' active involvement in the origin of each major religion. Formulate mini biography to outline the life and teachings of assigned religious leaders/founders. In conclusion, explain the impact of each founder on the people of his time and on the world today.

NB: The life of the founder should include; actions/activities, and teachings.

Watch a short video clip on a place of pilgrimage. Discuss why people go to places of pilgrimage. Examine travel information on holy places/pilgrimage sites, e.g. tour brochures, photos. Categorize and make display brochures. Do creative writing re going on an imaginary visit to a place of pilgrimage, giving descriptions, impressions, experiences, anecdotes and factual content where relevant. Create a list of societal values and morals which are drawn from the life and teachings of any leader from the various religions.

- Plot events on a time line
- Compare written information
- Formulating biography on founder
- Examine travel information
- Display brochures
- Write imaginatively
- Research societal values and morals

Timeline accurately indicates events in the early life of each founder. Accurately collate factual information on leader/founders and the explanation of their impact on society. Confidently and accurately presented information reflects a firm grasp of the required information

Brochures accurately categorized and displayed. Writing shows creativity, imaginativeness and a firm grasp of the required content

Relevance, applicability and accuracy of what is cited reflect an accurate grasp of influence on societal values

Of the founders and leaders studied, choose one religious leader/founder and; identify at least ten (10) characteristics of that leader. Explain how the qualities of such a leader/founder can be emulated by leaders in society today.

- Identify characteristics
- Explain qualities

Ability to identify characteristics of a good leader and satisfactorily relate information to real life experiences.

In no less than three paragraphs, write an e-mail in response to your friend who asked the question "Why is it important to have rules or guidelines in life?" Use the teachings of the founders of the religions studied to support your response.

- Construct paragraphs

Ability to construct paragraphs which accurately articulate the significance of rules.

Communicate and collaborate with students in countries where religions other than Christianity and Rastafari are largely practiced to gain first-hand knowledge of the importance of founders and leaders in their faiths.

- Communicate online

Ability to accurately share information in online space.

Create a list of societal values and morals which are drawn from the life and teachings of any leader from the various religions.

- Identify morals and values
- Draw reasoned conclusions

Relevance, applicability and accuracy of what is cited reflect an accurate grasp of influence on societal values.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: After research, do a dramatic presentation depicting contemporary religious leaders who have contributed to the betterment of individuals and society.	• Research and dramatize roles of specific religious leaders	Presentations accurately reflect the leaders' contribution to the betterment of individuals and society.
Make up clues and design a crossword puzzle re contents of the unit. OR: Hold a Religious Education Challenge Quiz to recap the unit's work, using student-constructed questions and peer assessment.	• Construct puzzle clues • Design crossword puzzle • Recall concepts previously taught • Construct questions	Student-constructed questions, responses and peer assessment reflect a thorough grasp of the content taught in the unit.

Learning Outcomes

Students will be able to:

- ✓ Explain how religion influence culture and society
- ✓ Value themselves and others
- ✓ Explore religious beliefs and teachings
- ✓ Guide their actions and behaviour based on knowledge of accepted norms and values
- ✓ reflect on their responses to their own experiences and now under their responsibilities
- ✓ Locate on a map the holy places or places of pilgrimage of the major world religions
- ✓ Recognize by sight some of the holy places /places of pilgrimage important to religious groups
- ✓ Identify and state key facts about the founders of the major religions
- ✓ Explain the main teachings and activities of these founders.
- ✓ Promote interfaith harmony and respect for all
- ✓ Conduct electronic search safely online about the world's major religions.

Points to Note

Teacher should bear in mind that:

- Students should be guided in writing questions for activities which require them.
- There must be a facilitating of discussion and clarifying of misconceptions relating to information gathered.
- Gaps in information must be filled or added to extended learning for further research.
- He or she needs to thoroughly prepare hand-outs containing essential information where activities require it.

Extended Learning

Students should :

- Read stories about the family trees of founders
- Compare the lives of other religious leaders to determine commonalities and areas of differences among them.
- Examine the teachings of religious leaders in more depth.
- Visit specific websites for information about places of pilgrimage

RESOURCES

A range of Religious Education textbooks, charts, magazines,(secular and religious), newspapers, digital recorder, television, CD player, computer, internet, dictionaries, video clips and resource persons

KEY VOCABULARY

Origins, /adherent/believer/follower, location, leaders, historical, roles, pundit/pandit, priest, rabbi, cantor, arch bishop, bishop, nun, monks, sheikh, imam, founder, heritage/legacy, doctrine, Guru, Patriarch, beatitudes, sermon on the mount, yama, niyama, commandments, pilgrim, pilgrimage

LINKS TO OTHER SUBJECTS

Language Arts: AT2 Reading for information; AT3;Writing - Communication

Drama: AT1: Exploring and creating and AT2 expressing and Enacting

ICT: AT1: Communication and Collaboration; AT2: Designing and Producing -Creativity and Innovation

Visual Arts: AT1: Create and Develop; AT2: Plan and Design

NSC

RELIGIOUS EDUCATION

GRADE 8: TERM 2

About the Unit

In this unit students will learn to:

- The most important sacred texts used in the four major religions
- The origin and development of the sacred texts under study
- The significance of sacred texts to the followers of the four major religions
- Similarities and differences between the sacred writings under study
- The relationship between religious people and the sacred writings of their faiths
- The ways in which respect is shown for the sacred text of each of the four major religions

Guidance for the Teacher

Teachers should bear in mind the fact that the followers of the different religions are guided by moral codes. To a great extent, these moral codes have been accepted by the followers of the different faiths as authentic. Religious tolerance towards the beliefs and practices of others should be encouraged. The successful completion of some of the suggested activities in this unit such as the puppet show and crossword puzzles will require prior preparation on the part of the teacher and the students. (It is suggested that the teacher construct the puzzles while the students make the puppets).

Prior Learning

Check that students can:

- Identify the major Holy Books used in the four major religions.
- Outline the basic beliefs upon which the religions were founded.
- Examine factors which led to the founding of each major religion.
- Show by their behaviour that they see the worth of the beliefs of followers of different religions.

UNIT 3: Sacred Writings
Attainment Target(s)
1 Learning about Religions

Beliefs and Teachings: Identify and discuss the places of origin of major religions and the roles and functions of their leaders.

Practices and Life Styles: Deliberate on and evaluate their understanding of self in relation to deity. Identify and describe places of worship in various religions and explain the significance of various physical features within them.

Expression and language: Explain using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.

Objectives

- Define and use correctly the concepts listed.
- Explore and explain the stages in the origin and development of the sacred writings of each religion studied.
- Be aware of and appreciate the influence of others on their choice of Faith.
- Explain how believers show respect for their sacred text.
- Present oral or written material in a clear, logical sequence.
- Describe the basic contents of the sacred writings of each religion listed.
- Identify and discuss similarities and differences between sacred writings under study.
- Read, discuss and re-enact stories from different sacred writings.
- Explain the meaning behind specific portions of sacred writings.

Attainment Target(s)	Objectives
2 Learning from Religions: Identity and Experience: Explain and discuss how religion provides insights and motivation for one's life and enhances the capacity to worship Meaning and Purpose: Discuss and deliberate upon key aspects about the puzzling facets of life and experiences and suggest answers, making reference to the teachings of religions studied. Values and Commitments: Distinguish between ways in which worshipers in different religions show that they are accountable to self, creator and the human community of which they are a part. Examine the methods used by world religions to teach the exercise of ethical responsibility. 3 Learning how Religion Influences Change: Religions and how they Adapt to Caribbean Life: Explore the geographical and historical context in which present day worshipers recognize the contribution of founders and leaders and how they have adapted to Caribbean life. Religion as an Influence for Change: Examine how personal acts of faith contribute to preserving and passing on heritage which religious groups consider as important to them and have influenced change. Religion and its Influence on Daily Life: Explore the ways in which sacred writings influence the everyday lives of people. Recognize, appreciate and develop respect for the similarities and differences in sacred writings, symbols and rituals within the cultures from which they emerged and then shaped our daily lives. Examine worship practices that emphasize an appreciation for the sacredness of life	• Articulate religious doctrines on morality and codes of ethic • Describe vestments and uniforms worn by different religious groups. • Discuss and analyse how the teachings found within each sacred text govern the life of the believer. • Display an openness and respect for the sacred writings of each religion. • Analyse various factors that influence a person's choice of faith • Recognize and appreciate the relationship between the language in which sacred writings are written and the cultures out of which they emerge. • Use digital tools to create messages about right and wrong • Articulate their views on the influence of values on lifestyles • Identify the names and functions by which present-day leaders of different religions are known, and use this information correctly in conversation. • Identify some of the characteristics /traits of a good leader • Explain how the lifestyle and teachings of religious leaders can be used to influence the character and qualities of leaders today

ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Be provided with find-a-word puzzles by the teacher (that she/he made prior to the lesson) about key words/concepts associated with sacred writings. (See the key vocabulary at the end of this unit.) Students will be required to complete these puzzles. Be provided with lesson objectives or focus questions related to sacred writings which will guide them in creating clues/questions in pairs, then exchange the questions or clues with another pair to complete with the appropriate responses. Research using online and offline sources, then report on meanings of key words/concepts associated with sacred writings. Use word processing software to make glossary/dictionary of terms.

- Create clues for peer share
- Distinguish between sacred text terms
- Recognize/Identify
- Use search engine safely to perform single topic searches
- Follow guidelines to promote healthy use of ICT tools
- Report accurate information
- Make/design glossary of sacred text terms
- Create a document with teachings from sacred texts
- Enter text on the computer

Puzzles are accurately completed. Students exchange clues/questions created to ascertain responses. Dictionary/glossary contains accurately defined terms associated with sacred writings.

Volunteer (four students) to make four puppets for home work (to represent a resource person from each major religion). Other students will do the research necessary to take turns conducting a puppet show to name and describe the most important sacred texts used in the four major religions as well as explain the origin and development of these sacred texts. Puppet show could be recorded using video capturing devices for further play back and critique. Teacher will provide clarification where necessary.

- Design and construct puppets for presentation
- Listen to puppet show presentation
- Observe video presentation
- Impart accurate information
- Record audio and images

Information in the puppet show accurately names and explains the origin and development of sacred texts in the four major religions. Student responses show ability to knowledgeably and insightfully critique information presented in puppet show.

Suggested Teaching and Learning Activities

Students will:

Participate in class project in which they are divided into small groups. Each group focuses on and researches/analyses two factors that influence one's choice of Faith. Factors include:

- parental influence, racial/ethnic origin, sacred texts, country of birth,
- influence of peers, spouses, siblings, Evangelism , media, personal convictions.

Design posters or cartoons in their groups to depict the information they have researched. Groups select representatives to present their findings to the class. Conduct a class debate on the topic: "An adolescent's choice of faith is his or her own." Other class members may act as judges/contributors from the floor.

Written and/or artistically illustrated presentations to class show that students can confidently, accurately and articulately share information researched and analyze the relevant issues/factors

Points enunciated in the debate indicate a clear understanding of the issues involved in deciding the faith to which one belongs

Key Skills

- Research factors that influence faith choice.
- Conduct electronic searches
- Organizing group project
- Design posters on information researched
- Draw reasoned conclusions
- Cooperate in groups to formulate project
- Debate the issue of choice of faith

Assessment Criteria

Written and/or artistically illustrated presentations to class show that students can confidently, accurately and articulately share information researched and analyze the relevant issues/factors. Points enunciated in the debate indicate a clear understanding of the issues involved in deciding the faith to which one belongs.

Suggested Teaching and Learning Activities

Students will:

Where possible, handle and analyse holy books/sacred scriptures of different religions . Where copies of sacred texts are not available, look at pictures or videos of them.) Try to discuss the significance of each Text to the related religion under study: search the internet for comments from followers of Christianity, Hinduism, Judaism and Islam telling how the sacred writings affect and influence their daily lifestyles.

Create a cartoon strip to represent information found to be shared in class. Draw reasonable conclusions after discussion. Be given central themes across all religions and they will research using the internet, textbooks or copies of sacred text where possible to discuss the teachings of each sacred text relating to the theme given. They will then dramatize scenarios to reflect on their understanding of these teachings or design posters to reflect the teachings.

Examine resource literature to ascertain whether their conclusions about the significance of each sacred text were correct and then fill in gaps in their perceptions. Information could also be in the form of audio and video.

Examine:

- why the stories in sacred texts were written and how they developed.
- what they are used to teach today and
- how teachings are evidenced in daily life
- how the believers show respect for the sacred text

Use creative expressions such as poetry, stories and songs to highlight their findings.

Key Skills

- Analyse sacred text
- Discuss significance of sacred texts
- Evaluate/Make connections with sacred text and believers' lifestyle
- Search the internet safely
- Discuss the teachings of sacred texts
- Create cartoon strip
- Dramatize scenarios highlighting teachings of sacred texts.
- Design posters highlighting teachings of sacred texts.
- Examine resource literature
- Fill in gaps
- Creatively express findings

Assessment Criteria

Students confidently and accurately articulate ideas while discussing the significance of sacred texts in the religions under study. Their responses reflect their understanding of the significance of each sacred text and how these teachings are applied to the believer's lifestyle. Essay or creative expressions shows an accurate grasp of the desired content

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Work in groups to make a 'library'/ book collection of the sacred writings from each religion. Explain briefly in each 'book' made what the book contains. Each book represents a sacred text or section of it. Include information on the language in which the text was written, and how this was influenced by the culture from which it came. Illustrate each book with drawings and/or pictures. Create digital stories to represent the stories found in each sacred text. Watch YouTube videos showing stories that are found in each sacred text and give responses to focus questions.

Add terms to the previously made dictionary/glossary that depict colourful language and customs/pictures of objects etc. from which students can draw lessons (e.g: "new wine in old wine-skins") from within a given culture. Set up the 'library'/book collection in classroom if school conditions allow.

- Compile books to represent writings from sacred texts
- Illustrate books depicting stories in sacred texts.
- Explain contents of sacred texts
- Display contents of 'library'

Contents of each book depict all the salient points regarding sacred writings under study. Digital stories correctly depict stories found in sacred text. Accurate responses to focus questions given.

Familiarise themselves with similarities and differences between sacred writings in the four major religions. Use digital drawing tools to create posters of similarities and differences between Sacred Writings in the different religions and the moral guidelines they offer. Also, search the sacred writings of each religion on the internet to help them:

- Do posters including sayings from sacred writings.
- Put up posters in class weekly (for three weeks) with moral guidelines.

Take selections from each major religion and centre around a theme. Have separate sections for similar and for different materials on a given theme.

- Distinguish between
- Design/Create
- Use digital tools
- Select

Posters reflect an accurate understanding of the similarities and differences between sacred writings, as well as of the moral guidelines they offer.

Learning Outcomes

Students will be able to:

- ✓ Identify the most sacred texts used in the four major religions.
- ✓ Publish original documents using word processing software and other technology tools. Plan and conduct research, using a wide variety of electronic sources e.g. online periodicals, CDs.
- ✓ Follow guidelines to promote healthy use of ICT tools.
- ✓ Examine the significance of sacred texts in different religions, and be able to tell similarities and differences between them.
- ✓ Outline/describe the contents of sacred texts.
- ✓ Explain how sacred texts have been influenced by the cultures from which they emerged.
- ✓ Explain how sacred writings have influenced the daily lives of believers.
- ✓ Develop a sense of tolerance towards the beliefs/teachings of different religions.

Points to Note

- Demonstrate safe, respectful, responsible and clear online communication via various means and encourage peers to do so.
- The followers of every religion follow the teachings of books they believe were revealed.
- The Christian Old Testament came from the Jewish TeNaKh.
- Christians, Jews and Muslims share many similar beliefs as it relates to the concept of The Divine, Revealed Books, Life after death and reward and punishment.

Extended Learning

Identify other books of guidance used by the followers of the religions under study. Explain the importance of passing down oral and written traditions. Discuss the impact of morality on the formation of values and attitudes in society, and the part sacred writings play in this process.

RESOURCES

Religious Education Textbooks, Resource Persons, The Internet

KEY VOCABULARY

Sacred, Sacred writings, Shruti, Smriti, TeNaKh, Qur'an, Scroll, Torah/Commandments, Bible, Apocrypha, Will of God, Law of God/rules, Scribe, Surah/Chapter, Message, Revelation, Wisdom, Hymns, and Story-poems.

LINKS TO OTHER SUBJECTS

Language Arts: AT1: Speaking and Listening; AT2: Reading for Information; AT3: Writing – Communication.

Visual Arts: AT1: Create and Develop; AT2: Plan and Design.

Social Studies: AT3: Know and value the contributions of communities and institutions in fostering national, regional and international integration.

NSC

RELIGIOUS EDUCATION

GRADE 8: TERM 3

About the Unit

In this unit students will learn to:

- Major celebrations or religious observances in the four major religions as well as Caribbean Indigenous religions.
- The purpose of the beliefs that influence practices associated with the symbolism of these festivals
- Symbolic meaning of colours and vestment used by religious leaders
- The significance of signs and symbols in the religions studied

Guidance for the Teacher

It is important to note that the followers of different religions observe festive celebrations. Teacher should guide students as they carefully examine some of the similarities and differences within these celebrations. A distinction should be made between festivals and observances, as not all aforementioned ceremonies are dealt with in a festive manner (for example, Ramadan in Islam, which in itself is an observation of fasting).

In examining these topics students are expected to view video recordings, interview adherents / resource persons of the various religions where they are accessible, and - if possible - visit places of worship in order to collect first hand factual information on the celebrations being observed by each religion. The students should demonstrate their understanding of these celebrations by using creative means such as actively engaging in discussions, dramatization, simulating radio or video commentary, creating cartoons, which students will find most interesting as it relates to differentiation in lessons to cater to their varied learning styles. Signs and symbols need careful and explicit explanation, as the difference between them can sometimes be confusing to students.

Prior Learning

Check that students can:

- Identify, distinguish between and explain the significance of different signs, symbols, vestments and colours associated with major religious groups.
- Identify and discuss the use of varied elements of worship which are the main focus of religious festivals (e.g. music,dance,offerings,etc)
- Recognize the special garments, food, symbols and rituals associated with religious celebrations, festivals and ceremonies.
- Explain how holy books influence religious celebrations.

UNIT 4: Celebrations
Attainment Target(s)
1 Learning about Religions

Beliefs and Teachings: Identify and discuss the places of origin of major religions and the roles and functions of their leaders.

Practices and Life Styles: Deliberate on and evaluate their understanding of self in relation to deity. Identify and describe places of worship in various religions and explain the significance of various physical features within them.

Expression and language: Explain using technical terminology, how religious beliefs,ideas and feelings can be expressed in a variety of forms,giving meanings for some symbols,stories and language.

Objectives

- Name signs and symbols which are common to different religions
- Discuss the significance of each sign and symbol
- Describe how the symbols are used during festivals
- Discuss the importance of colours and vestments in some religions
- Identify the main festivals/celebrations observed in the four major world religions being studied
- Deliberate on and evaluate their understanding of self in relation to deity.
- Define and use correctly the concepts listed
- Identify festivals observed by religions Indigenous to Jamaica (Rastafarian and Revivalism)
- Explain, when, why and how various festivals are celebrated in different religions
- Dramatize festivals, rites and customs of various religious groups.
- Explain, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.
- Describe certain gestures which people use as acts of worship and give reasons for their use.

Attainment Target(s)	Objectives
2 Learning from Religions: Identity and Experience: Explain and discuss how religion provides insights and motivation for one's life and enhances the capacity to worship Meaning and Purpose: Discuss and deliberate upon key aspects about the puzzling facets of life and experiences and suggest answers, making reference to the teachings of religions studied. Meaning and Purpose: Discuss and deliberate upon key aspects about the puzzling facets of life and experiences and suggest answers, making reference to the teachings of religions studied. 3 Learning how Religion Influences Change: Religions and how they Adapt to Caribbean Life: Explore the geographical and historical context in which present day worshipers recognize the contribution of founders and leaders and how they have adapted to Caribbean life. Religion as an Influence for Change: Examine how personal acts of faith contribute to preserving and passing on heritage which religious groups consider as important to them and have influenced change. Religion and its Influence on Daily Life: Explore the ways in which sacred writings influence the everyday lives of people. Recognize, appreciate and develop respect for the similarities and differences in sacred writings, symbols and rituals within the cultures from which they emerged and then shaped our daily lives. Examine worship practices that emphasize an appreciation for the sacredness of life	• Use signs and symbols to explain their own beliefs and values • Show appreciation for the beliefs and practices of others • Explain and discuss how religion provides insights and motivation for one's life, and enhances the capacity to worship. • Show willingness to work in groups. • Show respect for the views of others. • Understand how signs and symbols can form the basis of their own values and belief system • Examine customs (traditional/sacred) of celebrations studied and how these customs are still observed or practiced in the Caribbean society • Examine how celebrations and personal acts of faith contribute to preserving and passing on heritage which religious groups consider as important to them and have influenced change. • Explore the ways in which sacred writings influence the everyday lives of people. • Promote sensitivity which will foster harmony and peaceful coexistence between persons of differing religious beliefs • Recognize, appreciate and develop respect for the similarities and differences in religious celebrations within the cultures from which they emerged and then shaped our daily lives. • Examine worship practices utilized in festivals/celebrations that emphasize an appreciation for the sacredness of life.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Research on a specific religious festival, as assigned to each group. The group is to prepare a booth for display, detailing when, why and how the festival is celebrated (pamphlets, pictures, videos and even samples of the food consumed in the celebration could be used to enhance the display

Create learning games relating to religious symbols such as bingo, snake and ladder, Pictionary-This is where the players take turns silently drawing different things while their team tries to guess what the drawing is. Teams compete against each other to have the most guessed words and win the game) etc.

With the aid of the internet, research signs and symbols common to different religions and the significance of these. Use the information to create multimedia presentation/photo story depicting signs and symbols common to all religions. Show presentation in class. During ensuing class discussion, evaluate their findings and explain the significance of the signs and symbols portrayed.

Complete a table detailing the name of the festival, time celebrated, why and how the festival is celebrated. The table will be completed after viewing a stimulating PowerPoint presentation (prepared by the teacher) Please note that these presentations should not only include text with information but, also pictures, music and even videos of the festival being celebrated.

Participate in a field trip to observe various religious celebrations. For example, Diwali festival celebrated in Kingston annually. They will be asked to write an e-mail to the teacher on what they thought was most interesting about their observation of how the festival is celebrated. They should also compare their experiences of the festival to that read in the textbook; highlighting the similarities and differences.

- Research information related to festivals
- Display information

- Create tables and games with religious signs and symbols.
- Demonstrate
- Research the significance of the symbols
- Organise pictures in a logical sequence for photo story
- Create multimedia presentation on significance of symbols

- Tabulate information in an organized form

- Observation and written expression
- Communicate using technology

Research effectively done to represent the necessary information regarding the festivals. Booths are creatively prepared and give both teacher and student a sensual experience of how the festivals are celebrated.

Learning games reflect accurate descriptions and significance of religious signs and symbols. Information contained in multimedia presentation/photo story of signs and symbols reflect a thorough grasp of the commonalities among and significance of signs and symbols. Albums portray and explain information accurately

Table is organized and provide accurate information about the why, when and how of each festival being studied.

Emails are written in the correct format, stating details of their personal experience and reflection of the field trip

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Create a greeting card using the computer (for example, by using Microsoft publisher). Please note that the teacher should ensure that students are able to identify the difference between a greeting card and an invitation card. It would be preferred if students create a card of major signs and symbols within the religions under study. This will further enhance their knowledge and appreciation of signs and symbols used in the religions under study.	• Using ICT to create greeting cards	Greeting cards depict the various aspects of the festival. Pictures of the greeting card relates to signs and symbols used in the religions studied.
Compose/choreograph and present a creative piece (dance or drama) for use in worship, using symbolic language, stories, gestures and or replicas of icons. Perform in class, then class will explain and discuss the symbolism of the piece for the enhancement of worship.	• Critique/assess creative pieces • Deduce religious meaning from creative forms. • Compose symbolic creative pieces. • Choreograph symbolic dance	Dance/dramatic piece, explanation and discussion show a comprehensive grasp of the content.
View a clip from YouTube/video of a traditional religious service giving attention to focus questions. Identify the vestments worn and the colours used in worship. Explain the significance of colours and vestments worn by the religious leaders.	• Identify vestments • Explain significance of religious garbs	Clear and well-reasoned responses to focus questions

Learning Outcomes

Students will be able to:

- ✓ Describe and explain the significance of various festivals, vestments, signs and symbols being studied.
- ✓ Discuss the importance of colours and vestments in the religions studied
- ✓ Show appreciation for the beliefs and practices of others.
- ✓ Define and use correctly the concepts listed.
- ✓ Compare and contrast, evaluate and analyse how, when and why festivals are celebrated across different religions.
- ✓ Identify how the visual and performing arts are used to enhance religious festivities.
- ✓ Draw reasoned conclusions about signs and symbols
- ✓ Evaluate the influence of religion in general and festivals/celebrations in particular in the lives of worshippers.
- ✓ Explain how religions use celebrations to pass on their heritage.
- ✓ Discuss the significance of signs and symbols
- ✓ Share their impressions concerning the celebrations studied.
- ✓ Use their creative abilities and talents to enhance their understanding of how and why religious celebrations take place.
- ✓ Show willingness to work in groups.
- ✓ Show respect for the views of others.
- ✓ Communicate and collaborate safely on the internet with peers about religious festivals.
- ✓ Navigate digital content to obtain information about religious festivals.

Points to Note

Remind students to:

Encourage students to think critically when carrying out research and remind students to be creative in their representations of the religious signs and symbols:

- Demonstrate their understanding of concepts of plagiarism and copyright, and how these apply to their own work
- Recognise and acknowledge the owners or creators of digital materials and encourage others to do so
- Follow guidelines to promote healthy use of ICT tools

Extended Learning

Students may make enquiries about celebrations in a religious context that they may have observed in their locality or elsewhere and which may not have been treated in class. They may also make comparisons between religious celebrations and other celebrations that they have experienced or observed. Students should seek to answer the question: "To what extent do these signs and symbols have meaning to the 21st Century adolescent? Debating or essay writing may be used.

RESOURCES

Resource persons, Religious education textbooks, Hand-outs, The internet, DVDs, DVD/CD player, Computer, Speakers

KEY VOCABULARY

Festivals, Rites, Customs, Feasts, Fasts, Light, Tradition, Beliefs, Symbolism, Thanksgiving, sacred, Heritage, Advent/Christmas, Epiphany, Lent, Holy Week, Easter, Lord's Supper, Passover, Pesach, seder plate, Chanukkah, Navarti, Ramadan Rosh Hashanah, Yom Kippur, Eid-UI-Fitr, Eid-ul-Adha, Divali, Holi, Aum, coss, crucifix, star of David, crescent moon and star, dome, minaret, mezuzah, crucifix, murtis, vestment, gesture, talisman, genuflection, symbol

LINKS TO OTHER SUBJECTS

Music can assist with songs used in religious celebrations – AT2: Listening and Appraising; AT3: Creating and Composing

Social Studies AT3: Living together; AT4: Our common heritage

Drama AT2: Expressing and Enacting

Visual Arts AT1: Create and Develop

Civics AT1- AT3: Identity and heritage; AT4-AT5: Symbols, rituals and celebrations

NSC

RELIGIOUS EDUCATION

GRADE 9 UNITS

TERM 1

Theme: Stewardship

Unit 1 (7 weeks)

The Nature and Purpose of Stewardship

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

TERM 2

Theme: Stewardship

Unit 3 (4 weeks)

Corporate Stewardship: More Issues and Concerns as Addressed by Major Religious Groups

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

TERM 3

Theme: Stewardship

Unit 5 (6 weeks)

Corporate Stewardship: Caring for the Natural World

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

TERM 1

Theme: Stewardship

Unit 2 (7 weeks)

Personal Stewardship: Some Stewardship Issues And Concerns as Addressed by Major Religions

PREPARING FOR LIFE

Content

Introduction – Growing into responsible behaviour:

- Finding meaning and purpose in life
- How different religious groups teach their followers to build character, self-esteem, self-worth, self-control and self-acceptance

Issues and concerns:

- Relationships
- Related issues
 - Human and Sexual Relations including singleness/"singlehood", abortion/use of contraceptives, Peer pressure, Prostitution and abuse (spousal, child, verbal, emotional/psychological, sexual, physical, incest)
 - Divorce and Marriage including arranged and mixed marriages (of race or religion)

TERM 2

Theme: Stewardship

Unit 4 (7 weeks)

Corporate Stewardship (cont'd) : Other Issues and Concerns as Addressed by Major Religions

CONTENT/CONCEPTS

Ethical Issues and Society:

- Ageism
- Racism
- Sexism
- Marginalization
- Wealth and poverty
 - consequences of unequal distribution of wealth
 - religious groups and solutions they offer
- Stewardship of opportunity
- Work, wealth, leisure, proper use of time
- Honesty and dishonesty
- Crime, violence and punishment/capital punishment
- Conflict and conflict resolution
- War and peace
- Human rights
- Peddling/tampering with food
- Substance abuse: addiction/peddling/human trafficking
- Sacredness of life/respect for life and property
- Implications of migration
- Tensions between local and returning residents
- Bullying
- Reckless driving/road rage
- Religion and patriotism
- Carnival/dance hall music and lifestyle
- Dress codes
- Illegal migration

TERM 3

Theme: Stewardship

Unit 6 (5 weeks)

Some Concerns about Stewardship

CONTENT

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

There are three key Attainment Targets in Religious Education Learning about religions, learning from religions and learning how religion influences change. Each Attainment Target is further sub divided into three separate areas of focus.

★ ★ ★ ★
ATTAINMENT TARGET 1:
Learning about Religions

STRAND 1: Beliefs and Teachings

- Explain how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship.

★ ★ ★ ★
STRAND 2: Practices and Life Styles

- Describe and begin to understand religious and other responses to ultimate and ethical questions.

STRAND 3: Expression and language

- Define how some forms of religious expression are used differently by individuals and communities.

★ ★ ★ ★
ATTAINMENT TARGET 2:
Learning from Religions

STRAND 1: Identity and Experience

- Evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship.

★ ★ ★ ★
STRAND 2: Meaning and Purpose

- Make informed responses to questions of meaning and purpose in the light of their learning.

STRAND 3: Values and Commitments

- Evaluate ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, Creator and the human community of which they are part.
- Express the capacity for doing good for the betterment of society and without any thought of personal gain.

★ ★ ★ ★
ATTAINMENT TARGET 3:
Learning how Religion Influences Change

STRAND 1: Religions and how they Adapted to Caribbean Life

- Explore the geographical and historical influence of religion on Caribbean lifestyles.

★ ★ ★ ★
STRAND 2: Religion as an Influence for Change

- Examine and appreciate the contribution of religions to the development of perspectives/viewpoints on personal and corporate issues within the region and the world.

STRAND 3: Religion and its Influence on Daily Life

- Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.

Range of Content

What are the key concepts, skills and knowledge students will learn in this grade?

The Grade 7-9 Curriculum is centred around three themes: Identity (Grade 7), Worship (Grade 8) and Stewardship (Grade 9). Nine strands span these grades/themes, namely: beliefs and teachings; practices and lifestyles; expression and language; identity and experience; meaning and purpose; values and commitments, religion and how they adapted to Caribbean life; religion and its influence for change; religion and its influence on daily life

The theme for Grade 9 is stewardship. Grade 9 further exposes students to concepts relating to the nature and purpose of stewardship. It goes on to help students explore the use and care of personal human resources and of nature and corporately owned resources. It also examines the implications of this re teachings and practices in different religions. Other related topics explored are:

- **Personal Stewardship**- some issues and concerns as addressed by Major Religions
- **Corporate Stewardship** –issues and concerns as addressed by some religious groups:-ageism, racism, sexism, marginalization, wealth and poverty, stewardship of opportunity, crime and violence, punishment, capital punishment, work and vocation, drug use and abuse.
- **Corporate Stewardship**-more issues and concerns as addressed by Major Religious groups –technology of birth, medical care for the poor, adoption, abandoned children, persons with disabilities, euthanasia, organ transplants, vivisection and animal rights),
- **Corporate Stewardship**-caring for the natural world: namely – the natural world, global issues and concerns (pollution, waste disposal, deforestation, soil erosion), caring for protected and endangered species, views of some world religions, summary of principles and teachings common to world religions regarding personal and corporate stewardship.
- **Concerns about Stewardship**: summary of personal impressions, formed, viewed, developed and decisions taken on Stewardship.

In examining these topics, students learn to critically examine themselves and their role; it involves a relationship between the stewards and the persons or things over which they have charge; it involves good work ethics, prudence, sensitivity, faithfulness etc. Stewardship also has to do with matters such as social justice, good citizenship, developing of natural talents, caring sharing, living and letting live, loving and giving. Students will also learn skills which will enable them to make decisions which will lead to responsible, creative and productive use of time, talent and resources.

NSC

RELIGIOUS EDUCATION

GRADE 9: TERM 1

About the Unit

In this unit students will learn to:

- Nature and scope of personal and corporate stewardship
- Use and care of personal human resources; of natural and corporately owned resources
- Implications of personal stewardship
- Teaching and practice of personal and corporate stewardship in different religions: areas of need addressed by prominent people of faith.

Guidance for the Teacher

When undertaking the delivery of this Unit, The Nature and Purpose of Stewardship – An Overview, teachers need to be aware that this Unit sets the stage for the year's work. Teachers should be conscious that students need opportunities to develop a sense of personal and corporate ownership of, pride in, appreciation of and desire to care for themselves and for the physical environment. This comes through the exercise of stewardship of time, talent and resources in a shared humanity, the lack of which will lead to destruction, chaos and death. They should understand the importance of personal stewardship in the development of self-worth, and evaluate themselves in order to uncover their capabilities and understand their responsibilities. Additionally, the teacher should ensure that class activities cultivate in students a sense of personal involvement in the corporate ownership of the natural resources in the environment, and the awareness that they have corporate responsibilities in this regard. Finally, it should be impressed upon students that all religious groups recognize corporate stewardship as the God-given responsibility to exercise lordship over the natural world and at the same time to be guardians and protectors of it.

Teachers should be aware of Vision 2030 Jamaica (consult website for Vision 2030). They should also adhere to and make reference to the Environmental and Sex Education policies to guide them in how to deliver the Religious Education Curriculum. Added to this, they should also make themselves aware of what is being taught in relation to this topic in Social Studies, Civics and Career Guidance.

Prior Learning

Check that students can:

- Explain how religious beliefs affect the daily life of a person.
- Deliberate on and evaluate their understanding of self in relation to deity.

UNIT 1: The Nature and Purpose of Stewardship – An Overview
Attainment Target(s)
1 Learning about Religions:

Beliefs and Teachings: Explain how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship.

Practices and Life Styles: Describe and begin to understand religious and other responses to ultimate and ethical questions.

Expression and language: Define how some forms of religious expression are used differently by individuals and communities.

2 Learning from Religions:

Identity and Experience: Evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship.

Meaning and Purpose: Make informed responses to questions of meaning and purpose in the light of their learning.

Values and Commitments: Evaluate ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, creation and the human community of which they are part. Express the capacity for doing good for the betterment of society and without any thought of personal gain.

Objectives

- Define and use correctly the concepts listed in the unit's key vocabulary section.
- Explain how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship.
- Define and use correctly the concepts listed in the unit's key vocabulary section.
- Explain how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship.
- Examine how personal and corporate stewardship are taught and expressed in different religions.
- Evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship.
- Outline some of the benefits of good stewardship and the natural consequences of poor stewardship.
- Gather information which may be used in making decisions about the use of time, talent and other resources.
- Evaluate ways in which by their treatment of ethical issues religious people show they are accountable to self, Creator and the human community of which they are a part.

Attainment Target(s)	Objectives
3 Learning how Religion Influences Change: <i>Religions and how they Adapt to Caribbean Life:</i> Explore the geographical and historical influence of religion on Caribbean lifestyles. <i>Religion as an Influence for Change:</i> Examine and appreciate the contribution of religions to the development of perspectives/viewpoints on personal and corporate issues within the region and the world. <i>Religion and its Influence on Daily Life:</i> Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.	• Identify and distinguish between areas of individual and corporate responsibility as members of a shared humanity. • Examine people of faith who have demonstrated good stewardship. • Express the capacity for doing good for the betterment of society without any thought of personal gain. • Identify and discuss the views of local and international modern-day people of faith re social issues and concerns/corporate stewardship.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Students will:

Divide into pairs, each having two concepts to discuss and try to define. Concepts were previously marked by colour code with matching colours for related concepts.

After initial discussions, join with persons having related pairs of concepts to become fours, then make larger groups, which plan a creative way to share their perceptions with the rest of the class. (If numbers are few, give each student or pair of students more concepts to define). Discuss and distinguish between personal and corporate stewardship. Read and select main ideas from texts from various religions, explaining what stewardship is and why it is practised.

Pull from a bag flash cards containing statements/scenarios involving cases of individual or corporate responsibility. After describing/defining the nature of each type of responsibility, try to categorize the scenarios drawn from the bag as either individual or corporate responsibility. Through peer assessment, examine the accuracy of this categorization activity. Add the cards to a chart containing a column for each type of responsibility.

Working individually, read from a prescribed class text about stewardship and religion to determine:

- the ways in which humans are seen as stewards by religions.
- how personal and corporate stewardship are taught and expressed in different religions.
- how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship.

Each student will use a worksheet to note findings. Volunteers will report their findings to the class.

Key Skills

- Discuss
- Define
- Creatively plan and present
- Match
- Discuss
- Distinguish between
- Select main ideas
- Explain/Give reasons

- Describe/define
- Categorize
- Discuss
- Examine accuracy
- Work individually
- Identify
- Analyze
- Determine
- Deduce
- Explain findings

Assessment Criteria

Creative presentations and other student responses reflect an accurate grasp of the key concepts.

Peer assessment shows that students can accurately categorize and recognize the two types of stewardship in action. Explanations reflect ability to glean facts with understanding and accuracy. Explanations are clear and concise.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Using digital recording devices (audio or video), interview religious leaders within or outside the community (including leaders of indigenous groups) to get their views on the nature of good stewardship and how the religion to which each leader belongs promotes the practice of good stewardship among its followers. Also interview followers of different faiths to find out how the insights and motivations they gain within their faith contribute to their practise of personal and corporate stewardship. Compile their findings and share with the class using the audio or video devices and/or summarise these findings in their notebooks.

- Interview
- Compile findings electronically
- Summarise findings in writing

Student responses/compilation/ summaries reflect a convincing grasp of the desired content.

In groups, use previous knowledge to identify some examples of good and poor stewardship. Discuss some of the benefits of good stewardship and the possible consequences of poor stewardship. Outline the results of their discussions in their notebooks.

Research in print and electronic media to get added perspective on the fore mentioned benefits, and then compare findings with their own outlines. Present findings to class. Share with peers via class wiki/blog their views on stewardship.

- Identify and discuss
- Draw reasoned conclusions
- Outline
- Research
- Make comparisons
- Present findings
- Post comments

Student responses show a clear understanding of the benefits of possible consequences of good or poor stewardship

Examine/research using online/offline sources how local and international people of faith of different religions have tried to practise personal stewardship in ways that benefit society. List and discuss the categories of need which each person has sought to address.

- Research
- Categorize the needs addressed
- Listing
- Discuss
- Conduct electronic searches

Students show ability to carry out research and to accurately categorize information to facilitate meaningful discussion

Explore their own identities and develop self-awareness via a game which answers the following questions: Who Am I? ; What are my capabilities? How can I be a good steward of these capabilities? Evaluate themselves individually in order to discover their talents and identify their skills. Begin by each stating their names and using one or two positive word(s) to describe themselves.

- Explore
- Identify
- Describe
- Evaluate self

Suggested Teaching and Learning Activities

Students will:

EITHER:

Hold a getting-to-know you session in class in which a mock media personality interviews students to identify hobbies, special interests, etc., and to encourage awareness of individual identity in relation to personal and corporate stewardship/the use of their capabilities. Individually make plans that they can later use to develop their talents/hobbies/special interests in a way that makes them better persons while making society a better place. Identify ways that they can contribute to the development of society without gaining from so doing.

OR:

Participate in a “card sort”, in which their gifts/talents/hobbies are written anonymously on individual cards and placed in a box. They are then extracted one by one and the relevant persons identify themselves. In groups, analyse their talents and identify ways in which they can be developed to enhance both their personal maturity and that of others in society. Identify ways that they can contribute to the development of society without gaining from so doing.

- a. Imagine they are believers from each religious group being studied: research (using online/offline resources), then explain the relevant teachings and practices re personal and corporate stewardship as seen through the eyes of these believers.
- b. Research using the Internet, books or other print media the contributions made to society of such locally and internationally recognized people of faith as Bishop Desmond Tutu and Father Richard Ho Lung. Individually write summaries of the contributions of these persons, then, simulate interviews with these persons in which they give their views re social issues and concerns, and tell of their work and its benefit to society.
- c. Evaluate ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, Creator and the human community of which they are a part.

Key Skills

- Identify
- Participate
- Role play
- Make plans for personal and social development
- Think unselfishly
- Analyse
- Identify
- Imagine/role play
- Explain
- Research using search engines safely
- Research using print media
- Write individual summaries
- Simulate interviews
- Evaluate

Assessment Criteria

Self-evaluation done by each student reflects a realistic understanding of who they really are. Plans for stewardship activities show a responsible, civic-minded approach to life. Research/role play/simulations/interviews reflect students' insightful understanding and accurate grasp of the issues and concerns that drive the stewardship activities of members of the religious community.

Learning Outcomes

Students will be able to:

- ✓ Define and use concepts relating to the nature, scope and purpose of personal and corporate stewardship.
- ✓ Explain the nature and purpose of personal and corporate stewardship.
- ✓ Identify the ways in which humans are seen as stewards by religions
- ✓ Explain how religious leaders influence their members to practice good personal and corporate stewardship.
- ✓ Outline the benefits of good personal stewardship and the natural consequences of poor stewardship.
- ✓ Demonstrate how local and international people of faith have practised stewardship within a social framework.
- ✓ Do self-evaluation to determine their talents, abilities and capabilities and also to determine how they may use these to be good stewards.
- ✓ Conduct electronic searches safely when gathering information about stewardship.

Points to Note

Teacher should bear in mind that:

- Students should understand the importance of personal and corporate stewardship in the development of self-worth.
- The relationship between personal and corporate stewardship must be clearly understood.
- Students must be encouraged to develop an awareness of their capabilities and responsibilities.
- Students will need assistance in locating appropriate resource persons for interview and in locating relevant information for assigned projects.
- Accountability to self, the Creator and the human community to which they belong must be impressed upon students.

Extended Learning

Students should observe and investigate the level of stewardship taking place within their home, school and community generally and within the religious communities specifically.

RESOURCES

A range of Religious Education textbooks, charts, magazines, comic books (secular and religious), newspaper, digital recorder, television, CDs and Internet websites.

KEY VOCABULARY

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

LINKS TO OTHER SUBJECTS

Language Arts: Grade 9 AT1 Strand 1 "Speaking and Listening"; At2: Strand 2 Reading for Information; AT 3: Strand 3 Writing.

Drama:Grade 9.AT1: Exploring and Creating –respond critically and aesthetically to literature through dramatic presentation; AT2: Expressing and Enacting – develop a greater awareness of self and others while exploring the senses; understanding the importance of culture in dramatic work AT3: Appreciating and Critiquing-respond critically and aesthetically to a variety of stimuli through dramatic presentation.

Social Studies : Grade 9 AT2: Develop an understanding of the interdependent relationship between man and his environment-understand how different leisure, work and employment patterns relate to the economy; Suggest steps that might be taken to avert ecological problems. AT3: Know and value the contributions of communities and institutions in fostering national, regional and international integration-develop a greater understanding of the changing culture and its impact on the Jamaican and Caribbean societies.

Civics: Grade 9 AT6: Demonstrate an awareness of individual and collective rights and attendant responsibilities -an understanding of the interrelationship between rights and responsibilities in the nation and in the global environment.

Visual Arts: Grade 9 AT1: Create and Develop ; AT2: Plan and Design;

Information Communication Technology: Grade 9 AT1: Communication and collaboration ; AT3: Research, Critical Thinking, problem solving and decision making.

About the Unit

In this Unit students will learn about personal stewardship in a way that will help them to prepare for Life. Students will also explore how different religions teach their followers to build character, self-esteem, self-worth, self-control and self acceptance.

They will also explore other concepts and relationships that will help them to prepare for Life, and thus to grow into responsible behaviour. Finally, they will examine the expectations that each religion has regarding responsible adult behaviour, and explore the pros and cons surrounding various types of relationships, namely premarital (including concubinage), marital, extramarital and post marital relationships, and issues connected to them. Related and other topics to be explored are:

- Human and sexual relationships in relation to; Singleness/ "singlehood" abortion, use of contraceptives, peer pressure, prostitution and abuse (types of abuse include spousal, child, verbal, emotional/psychological, sexual, physical, incest)
- Divorce and marriage including types of marriage such as arranged and mixed marriages of race or religion .

Guidance for the Teacher

This unit requires much sensitivity from teachers, who must bear in mind the students, parents and others whose sensibilities should not be offended but safeguarded. The Grade 9 Religious Education textbook is an excellent source of information for treating the topics being examined in this unit. Topics dealing with any form of child abuse must assume that children in the class could possibly be or know of victims of such abuse, so the teacher should be observant of students' reactions to what is discussed. Examination and dissemination of information regarding contraceptives requires very special care, and should serve the purpose of informing students, rather than be used for grooming students regarding how to use contraceptives. Other sensitive topics in the unit – such as those concerning sexual orientation, marriage, divorce and remarriage – should be treated with equal tactfulness. The matters of peer pressure and suicide are far more challenging for students than some teachers are aware. The teacher should be on the alert for comments and behaviours that reflect that students may be having difficulty in these areas. Whether or not this is the case, great care should be taken to handle these topics with a sensitivity that recognizes that there is life and death in the power of the tongue. Finally, every effort should be made to ensure that students have a working knowledge of the perspectives of major religions on these matters.

Prior Learning

Check that students can:

- Explain the nature and scope of personal and corporate stewardship.
- Explain how personal and corporate stewardship are viewed by different religions.
- Understand the implications of personal stewardship.

UNIT 2: Personal Stewardship: Some Stewardship Issues And Concerns As Addressed By Major Religions
Attainment Target(s)
1 Learning about Religions:

Beliefs and Teachings: Explain how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship.

Practices and Life Styles: Describe and begin to understand religious and other responses to ultimate and ethical questions.

Expression and language: Define how some forms of religious expression are used differently by individuals and communities.

2 Learning from Religions:

Identity and Experience: Evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship.

Objectives

- Define and use correctly the concepts listed.
- Identify universal character traits accepted among the four major religions
- Explain how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship
- Describe and begin to understand religious and other responses to ultimate and ethical questions
- Apply skills for increasing assertiveness.
- Interpret character, self-esteem, self-worth, self-control and self-acceptance citing evidence from sacred texts.
- Discuss and outline what is expected of young persons who are recognised as adults by different religious groups.
- Identify and distinguish between natural and contrived consequences of personal actions.
- State some of the ways in which we can bless the world with our potentials
- Analyze the parable of the talents among other sacred stories/ credible sources aligned to religious teachings and access some of their responsibilities towards embracing our intrinsic worth without fear and doubt
- Evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship.
- Show by their behaviour that they recognize the need to show compassion towards persons who are caught in the grip of social evils.

Attainment Target(s)

Meaning and Purpose: Make informed responses to questions of meaning and purpose in the light of their learning.

Values and Commitments: Evaluate ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, creation and the human community of which they are part. Express the capacity for doing good for the betterment of society and without any thought of personal gain.

3 Learning how Religion Influences Change:

Religions and how they Adapt to Caribbean Life: Explore the geographical and historical influence of religion on Caribbean lifestyles.

Religion as an Influence for Change: Examine and appreciate the contribution of religions to the development of perspectives/viewpoints on personal and corporate issues within the region and the world.

Objectives

- Make informed responses to questions of meaning and purpose in the light of their learning.
- Identify relevant facts and describe some of the important and personal issues and problems facing young adults and other persons today.
- Recognize and accept their own abilities and limitations
- Identify ways that good relationships may be fostered in home, family, school and the wider community.
- Recognize and accept cultural and individual differences (fairness, caring, respect).
- Evaluate ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, Creator and the human community of which they are part.
- Recognize the dangers of playing upon the emotions of others for one's personal advantage.
- Express the capacity for doing good for the betterment of society and without any thought of personal gain.
- Explore the effects of religion on the formation of one's attitudes, values and beliefs.
- Show by their behaviour that they know the importance of respecting persons in authority.
- Make moral judgements (good/bad, right/wrong) based on common values held by different religious groups regarding relationships.
- Develop a positive attitude to self and others, and show willingness to critically evaluate themselves on an ongoing basis.
- Demonstrate their ability to deal with peer pressure.
- Discuss the significance of cleanliness, good habits of personal hygiene grooming.
- Critically assess the teachings of the major world religions on moral and contemporary issues studied.
- Reflect upon the importance of obedience and commitment

Attainment Target(s)

Religion and its Influence on Daily Life: Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.

Objectives

- Draw conclusions about the influence of sacred writings on the responses of religious people to personal, social and ethical issues in everyday life.
- Investigate the role that world religions play in preserving in society an appreciation for the sacredness of life.
- Prioritise/make decisions based on an understanding of the nature of responsible adult behaviour, and follow up responsible choices with appropriate actions.
- Be willing to assert themselves in maintaining their rights and to recognize that with every right comes responsibility.
- Show by their behaviour that they realize the importance of the proper rearing of children and young people.
- Demonstrate the ability to follow rules and laws (citizenship, self-control, responsibility, respect)
- Deal peacefully with anger, insults and disagreements
- Lead follow and work cooperatively with others

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Do survey to document the consequences of the misuse and abuse of one's body. Include impact of diet. Use pictograph or other means to illustrate for general information of school population.

- Use survey to collect information.
- Illustrate using pictographs.

Students can competently use pictographs to illustrate some of the consequences of abusing one's body.

Brainstorm to identify their perceptions about "Growing into responsible behaviour". Create and discuss scenarios in which they have to prioritise/make decisions based on an understanding of the nature of responsible adult behaviour, and follow up responsible choices with appropriate actions. With teacher's supervision, list their ideas, choices and intended actions in their notebooks.

- Brainstorm
- Create scenarios
- Prioritise/make responsible choices
- List

A completed list of concepts generated from discussions reflects an adequate grasp of what constitutes responsible behaviour.

Collect articles/clippings from newspapers/e-newspapers and magazines; make notes on soap operas, movies and news items identifying situations that can lead to teenagers growing into responsible or irresponsible adulthood. Discuss the consequences of irresponsible stewardship. Include and discuss the dangers of playing upon the emotions of others for one's personal advantage. Contribute to discussion thread posted by teacher regarding teenagers growing into responsible adulthood.

- Select relevant information
- Make notes/identify situations
- Evaluate
- Discuss
- Identify
- Post comments online

Appropriate student responses reflect understanding of the consequences of irresponsible behaviour and the benefits of responsible stewardship.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Participate in panel discussion on child-rearing which also involves the participation of parents and their offspring of varying ages (childhood to young adulthood) invited for the occasion. Hold panel discussion during Education Week/Child Month celebrations. Involve a representative of each major religion/religious group in Jamaica in the panel discussion.

Or:

Do on-going class project centred around the nature of responsible adult behaviour, e.g. via:

- Interviewing family and other members of the community to obtain perceptions of same.
- Research of religious audio-visual/print material
- Use of tables to make comparisons of their own perceptions with perceptions gathered at a) above.

In doing this project teacher will encourage students to develop a positive attitude to self and others, and to show willingness to critically evaluate themselves on an ongoing basis. They should each keep a personal journal in which they enter their perceptions and observations about the project and about their own development.

- Discuss
- Conduct interviews
- Review printed material
- Review material from audio-visual sources
- Make comparisons
- Critically evaluate themselves
- Make perceptive journal entries

Students' contributions to panel discussion show an accurate grasp of information on child-rearing in the four major religions. Completed class project with table shows evidence of good understanding of the nature of adult responsibility.

Construct questionnaire and conduct survey in their communities and use this to identify and distinguish between contrived and natural consequences of irresponsible conduct. Report findings to class and discuss how these consequences a) came about and b) could have been avoided.

- Construct questionnaire
- Administer questionnaire/ Conduct survey

Written information gathered by students depicts community views on the consequences of irresponsible conduct.

Suggested Teaching and Learning Activities

Students will:

View teacher-selected multimedia/ YouTube presentations on the following concepts/issues and relationships, then, guided by teacher, define, discuss and summarize them in pamphlets, brochures and posters over a three-week period. Whichever of the two options below is used, explore during discussions the teachings of different religions on the issues listed. Describe religious and other responses to these ethical questions and explain - with teacher's assistance - how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship. Make moral judgements (good/bad, right/wrong) based on common values held by different religious groups regarding relationships.

Issues and relationships to be examined:

- Male/female human and sexual relationships which includes singleness/ "singlehood" abortion, use of contraceptives, peer pressure, prostitution and abuse.
- Divorce and marriage including types of marriage such as arranged and mixed marriages of race or religion.

Or:

Over a three-week period, discuss information prepared by the teacher and presented on charts/hand-outs re the concepts/ issues/relationships listed above. Write/type and email newspaper articles and/or letters to the editor sharing views on various abuses and other issues in the society. Indicate the type of abuse/ issue and the category of person(s) being abused or otherwise involved.

Key Skills

- Define concepts/ explain issues/explore religious teachings
- Share in discussion
- Summarize
- Show sensitivity
- Make moral judgements
- Cooperate
- Write newspaper article(s)

Assessment Criteria

Summary of presentations and religious teachings on the designated issues and concepts neatly, creatively and accurately written pamphlets, brochures and posters. Student responses during class discussion of morals issues in society reflect seriousness and sensitivity.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Working in groups assigned by the teacher, dramatize skits that they have created surrounding selected topics from the list of issues/relationships above. Each skit should identify ways that good relationships may be fostered in the home, family, school and the wider community. It should also depict the concept of doing good for the betterment of society without receiving any benefit from so doing. Discuss how doing good for others can make them better persons and give them a greater sense of self-worth. In so doing students should be encouraged to be willing to assert themselves in maintaining their rights in relation to such matters as child abuse, and to recognize that with every right comes the responsibility to behave appropriately in accordance with society's rules and regulations.

- Construct and send email
- Create skits
- Dramatize issues/relationships
- Discuss/critique/evaluate
- Recognize

Newspaper articles and letters to the editor articulately and logically written and submitted sharing views on issues in the society. Dramatizations reflect students' ability to create/critique/evaluate issues and relationships and to draw from them values that will enable them to make more positive contributions to society.

Using information from their Religious Education class text, evaluate how religious people use the insights and motivations they gain from their sacred writings and other aspects of their faith and experience to assist them in the formation of their attitudes, values and beliefs, and in their exercise of personal and corporate stewardship in everyday life. Also evaluate how, by their treatment of the ethical issues under discussion, religious people show that they are accountable to themselves, the Creator, and the human community of which they are a part. Each student will write a short essay explaining his or her findings.

- Evaluate

Student essays reflect an accurate grasp of the salient points relating to how followers of different faiths are guided by their beliefs and values.

Learning Outcomes

Students will be able to:

- ✓ Identify and distinguish between concepts relating to coming of age ceremonies and the religions to which they belong.
- ✓ Distinguish between the natural and contrived consequences of responsible and irresponsible behaviour.
- ✓ Contribute positively to arguments, from an informed position, about issues and relationships in society.
- ✓ Make value judgements in relation to right and wrong, based on the teachings of different religious groups.
- ✓ Write/type and email their views to the printed media on issues in the society.
- ✓ Discuss and articulate clearly their views on sensitive issues and relationships in society in relation to human sexuality.
- ✓ Assert themselves in maintaining their rights, and to recognize that with every right comes responsibility.
- ✓ Show by their behaviour/class responses that they realize the importance of the proper rearing of children and young people.
- ✓ Show a positive attitude towards self and others, and express the capacity for doing good for the betterment of society without any thought of personal gain.
- ✓ Draw conclusions about the influence of sacred writings on the responses of religious people to personal, social and ethical issues in everyday life.
- ✓ Digitally create and produce pamphlets and posters depicting religious views on the effects of the issues studied on individuals, the family and society.

Points to Note

The Religious Education textbook is an excellent source of information for this unit as it bears in mind the sensibilities required for treating the areas covered. Information from the internet may not be best suited for the purpose. However, with careful screening some suitable material may be found. Resource persons should be specially chosen and be guided as to the scope of their presentations.

RESOURCES

Textbook, Internet, Resource persons, Computer, Internet, Speakers, DVD/CD player

Extended Learning

Due to the nature of concepts that will be taught, students should be allowed to become engaged in:

- Creating a reflective online journal that captures their views/feelings about content learnt in this unit. Engage students from other schools to participate, and discuss in class the opinions posted online.

KEY VOCABULARY

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

LINKS TO OTHER SUBJECTS

Language Arts AT1, AT2, AT3

Science AT2

Social Studies AT3

Civics AT1 AT2 AT3 AT4 AT5 AT6

Visual Arts AT1

NSC

RELIGIOUS EDUCATION

GRADE 9: TERM 2

About the Unit

In this Unit students will learn about:

- Concepts relating to corporate Stewardship
- Specific views of some world religions and other religious groups concerning the vulnerable in society
- Arguments for and against controversial, medical, ethical and moral issues
- Religious influences on the laws of Society
- Possible consequences and solutions to some of the social problems existing in our society

Guidance for the Teacher

Be mindful of the fact that there may be students in the classes that are victims of one or more of the issues/topics under study. If, on any given occasion, any student finds it difficult to continue a class during the teaching/learning exchange, that student should be referred to the Guidance Counsellor/responsible professional. Some topics can be integrated with Science and Social Studies. Lessons should be taught objectively.

Prior Learning

Check that students can:

- Draw conclusions about the influence of sacred writings on the responses of religious people to personal, social and ethical issues in everyday life.
- Show by their behaviour/class responses that they realize the importance of the proper rearing of children and young people.
- Distinguish between the natural and contrived consequences of responsible and irresponsible behaviour.
- Discuss and articulate clearly their views on sensitive issues and relationships in society in relation to human sexuality.
- Make value judgements in relation to right and wrong, based on the teachings of different religious groups.
- Show a positive attitude towards self and others, and express the capacity for doing good for the betterment of society without any thought of personal gain.
- Explain religious views on the effects of the issues studied on individuals, the family and society.

UNIT 3: Corporate Stewardship: More Issues and Concerns as Addressed by Major Religious Groups

Attainment Target(s)

1 Learning about Religions:

Beliefs and Teachings: Explain how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship.

Practices and Life Styles: Describe and begin to understand religious and other responses to ultimate and ethical questions.

Objectives

- Identify and discuss principles to be learned from the beliefs and teachings of modern, local and international people of faith
- Be open and exploratory in the sharing of views and beliefs concerning stated concepts
- Describe and begin to understand religious and other responses to ultimate and ethical questions.

Attainment Target(s)

Expression and language: Define how some forms of religious expression are used differently by individuals and communities.

2 Learning from Religions:

Identity and Experience: Evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship.

Meaning and Purpose: Make informed responses to questions of meaning and purpose in the light of their learning.

Values and Commitments: Evaluate ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, creation and the human community of which they are part. Express the capacity for doing good for the betterment of society and without any thought of personal gain.

Objectives

- Explain the nature of and give opposing arguments for some controversial issues involved in medical ethics
- Define and use correctly the concepts listed in the key vocabulary section.
- Outline/delineate the specific views of some world religions and other religious groups concerning the vulnerable within the society and the natural world.
- Focus on key statements from religious groups on values and ethical codes of conduct.
- Be able to avoid simplistic, stereotyped and biased comments with regard to issues being examined.
- Become critically aware of their own feelings and judgements and those of others.
- Develop a mature sense of personal worth and value and of the worth and value of others.
- Make informed responses to questions of meaning and purpose in the light of their learning.
- Be willing to suggest and act upon practical solutions to problems involved in issues being discussed.
- Formulate and refute arguments relating to societal stewardship issues.
- Identify and suggest possible solutions to some of the social problems existing in the local and national community.
- Empathize with persons in difficult situations or situations of need.
- Be challenged to think through the values that have either a positive or negative influence on their own lifestyles and those of others.
- Develop respect for people who hold beliefs and views which differ from their own.
- Evaluate ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, Creator and the human community of which they are a part.
- Research information about organizations which cater to the needs of vulnerable persons, and explore ways in which the work of these organizations can be assisted and expanded.
- Examine and draw conclusions concerning what different religious

Attainment Target(s)	Objectives
3 Learning how Religion Influences Change: <i>Religions and how they Adapt to Caribbean Life:</i> Explore the geographical and historical influence of religion on Caribbean lifestyles. <i>Religion as an Influence for Change:</i> Examine and appreciate the contribution of religions to the development of perspectives/viewpoints on personal and corporate issues within the region and the world. <i>Religion and its Influence on Daily Life:</i> Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.	• State/identify and outline the basic contents of laws (re concepts/ content listed) which have been influenced by major religions and religious groups. • Analyze the influence of religious teachings on medical,ethical and moral issues. • Explore and explain the consequences of the actions of individuals on the lives of others in the local, national and global community.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

In groups, match concepts listed in key vocabulary section with definitions prepared by the teacher. Share these matched definitions with class under teacher's supervision. In pairs, research assigned topics and issues surrounding these concepts. Collect - in portfolios which they have created - pictures depicting these concepts and issues.

- Associate
- Match concepts with definitions
- Research

In groups, use pictures collected in their portfolios to create collages that depict all the different concepts listed in the key vocabulary for the unit. Use catchy but comprehensive slogans that express:

- a. their personal views on the issues explored.
- b. what different local and international religious groups have to say about the issues and concerns explored.

Identify and discuss principles re corporate stewardship (relating to the issues in the unit) learned from the beliefs and practices of these religious groups.

- Creatively represent concepts and religious views
- Identify

Portfolios with pictures and slogans that depict corporate stewardship show evidence of an accurate grasp of concepts taught.

Suggested Teaching and Learning Activities

Students will:

Prepare illustrated brochures using desktop publishing software – as would be prepared by each religious group. These brochures should clearly outline some of the arguments that have been put forward for and against controversial medical and ethical issues. Include/outline the specific views of some world religions and other groups concerning the vulnerable in society and the natural world, as well state some responses of these groups to other ultimate and ethical questions. They should also explain ways in which, by their treatment of the selected ethical issues under study, religious people show that they are accountable to themselves, the Creator and the human community of which they are a part.

During ensuing class discussion, identify and discuss principles learned from the beliefs and practices of modern local and international people of faith, and be open, exploratory and respectful as they share their own and other beliefs and views concerning the concepts and issues they have been exploring. Research in Religious Education class text for information about local and international organizations that cater to the needs of vulnerable persons, and explore ways in which the work of these organizations can be assisted and expanded. List these findings, along with their suggestions in their notebooks.

EITHER:

In groups, interview professionals within the community such as religious leaders, policemen and lawyers to find out which laws relating to concepts and content of the unit are influenced by religion. Seek to find out what religious groups have to say on related values and ethical codes of conduct. Visit Adoption Board, Family Planning Agency, Legal Aid Clinic and other relevant government agencies to crosscheck/add other relevant information re the above. Add this information to their portfolios and make presentations to the class.

OR:

Explore online governmental agencies that provide information on existing laws that are influenced by religion. Research what religious groups have to say on related values and ethical codes of conduct. Add this information to their portfolios and make presentations to the class.

Key Skills

- Illustrate
- Distinguish between pros and cons re controversial issues
- Outline religious responses
- Explain behaviours
- Ask and discuss intelligent and appropriate questions
- Research
- Generate ideas
- Interview
- Research
- Cross check
- Make presentations
- Conduct electronic searches

Assessment Criteria

Illustrated brochures show clearly and accurately outlined arguments put forward by religious people concerning medical and ethical issues. Explanations show evidence of an understanding or religious people's sense of accountability to self, Creator and community. Findings and suggestions listed in notebooks reflect a clear grasp of the work being done by stated organizations to help the needy. Information recorded in portfolios and presented to class reflects an accurate and wide-ranging grasp of facts concerning related laws and of assistance offered by humanitarian organizations.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Be divided into two sections as a class. Each section will identify six to eight of the major problems in society, then focus on finding/suggesting possible solutions to the problems identified. Outline a plan of action which they might use to implement some of these suggestions. Make a table and use such to distinguish between good and poor corporate stewardship, based on the problems and solutions identified.

With the teacher's assistance, participate in a class debate on one of the controversial issues in the unit. Include informed responses to questions of meaning and purpose in light of their learning. (See Points to Note for further details.) Explore and explain the consequences of the actions of individuals on the lives of others in the local, national and global community. Examine and draw conclusions concerning what different religious groups consider to be right and wrong re the concepts and content under discussion.

- Identify problems
- Suggest solutions
- Outline plan of action
- Distinguish between
- Debate
- Explain consequences/draw conclusions

Ability to identify major problems and recommend reasonable solutions reveals a satisfactory grasp of these issues. Table reflects ability to correctly distinguish between good and poor corporate stewardship. Arguments put forward in the debate reflect an astute perception of the elements of meaning and purpose, facets of the controversy and possible consequences involved in the issue under discussion.

Dramatize, then make comments and observations in their journals on the issues they have examined, expressing their own feelings and judgements and showing empathy for persons in difficult situations or situations of need as they do so. Work at developing attitudes that reflect a mature sense of their own worth and value and that of others. Be challenged to think through the values that have either a positive or negative influence on their own lifestyles and those of others.

- Make comments/ observations/
- Judgements
- Show empathy
- Deduce/infer

Dramatizations, as well as comments, observations and judgements in students' journals show the ability to critically assess their own worth and the possible impact of what they have learned (in the unit) on their lives.

Learning Outcomes

Students will be able to:

- ✓ Clarify medical, ethical and controversial aspects of corporate stewardship issues, and outline the beliefs held by different religious groups concerning these
- ✓ Arrive at judgements regarding right and wrong based on the principles and values adhered to by different religious groups
- ✓ Empathize with persons in difficult situations
- ✓ Show respect for the rights of people who hold beliefs and views which differ from their own
- ✓ Arrive at a clearer understanding of their own worth and that of others
- ✓ Think through and distinguish between values that can have a positive or negative effect on their lifestyles and those of others
- ✓ Conduct electronic searches safely

Points to Note

There are some controversial, medical, ethical concerns surrounding some of the issues under study. The views of the followers of different religion are based on the teachings of their faiths. There are consequences for every action. As corporate stewards there are many and varied responsibilities that should be carried out.

Teacher could choose the best portfolios and have them reproduced and put in the school library for future reference. Teacher should guide students into developing the art of avoiding simplistic, stereotyped and biased comments as they discuss, debate or otherwise make comments on the issues in the unit.

Extended Learning

- Compare the teachings of the four major religions with medical views re some of the issues under study
- Explore some of the possible ways in which religion has influenced the laws of Jamaica
- Suggest some possible solutions to the rising social concerns in Jamaican society today

RESOURCES

Internet, Websites - YouTube, Text books, Resource persons

KEY VOCABULARY

Genetic engineering, Technology, Surrogate motherhood, motherhood, Fertility, Instinct, Homelessness, Abandonment, Adoption, Vagrancy, Disability, Animal rights, Mercy, Childhood, Human life, Infanticide, Treatment Conception, Wealth, Poverty, Need, suffering, Humanitarianism, Rejection, Acceptance, Human rights, Compassion, Care, Death/Death with dignity, Sacredness of life.

LINKS TO OTHER SUBJECTS

Guidance and Counselling.

Special Education

Link with Science - Grade 9 AT2 'Living things and life processes' 'Understand embryo development and birth, and appreciate the importance of maintaining a healthy lifestyle during pregnancy'

Link with Social Studies - Grade 9 AT2 Develop an understanding of the interdependent relationship between man and his environment' understand how different leisure, work, and employment patterns relate to the economy' AT3 Know and value the contributions of communities and institutions in fostering national, regional and international integration. 'Develop an understanding of the changing culture and its impact on the Jamaican and Caribbean societies'

Link with Civics – Grade 9 AT 6 Demonstrate an awareness of individual and collective rights their application, and attendant responsibilities - an understanding of the interrelationship between rights and responsibilities in the nation and in the global environment. AT7 Show an awareness of and a willingness to practice the principles of effective leadership and governance - The ability to utilise various communications media to engage themselves and others in national and international development issues.

Link with Technical Vocational Education - Grade 9 AT3 'Applying Solutions': Through a project based approach, students will be able to apply appropriate strategies in finding solutions to identified needs-build practical skills and the technical competencies necessary for affecting a solution/outcome.

Link with ICT- Grade 9 AT3 'Research, Critical Thinking, Problem Solving and Decision Making': use technology to develop a logical process for decision-making and problem solving. They will use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

Link with Drama - Grade 9 AT2 'Expressing and Enacting': Respond critically and aesthetically to a variety of stimuli through dramatic presentations.

About the Unit

In this Unit students will learn about issues and concerns as addressed by some religious groups as they relate to corporate stewardship. This will include an examination of:

- The importance of giving a fair day's work for a fair day's pay;
- The impact of social issues such as ageism, racism, sexism and marginalization on individuals, family life and the wider society;
- The perspectives of major religions and other traditional religious expressions on social issues and stewardship;
- How wealth and poverty, crime and violence as well as punishment/capital punishment affect human life and religious groups.

Guidance for the Teacher

Teacher should ensure that while examining religious beliefs held about certain stated social evils, the students should be allowed to objectively explore feelings which evolve out of the issues discussed. Teacher should ensure that values and attitudes are clarified as is necessary, and positive ones fostered. The class Religious Education text could be very useful in enabling the teacher and class to cover a wide variety of issues and concerns in a relatively short time. Students should be given reading assignments from the text to supplement the activities outlined in the Unit.

Prior Learning

Check that students can:

- Define the term stewardship and outline its importance in developing responsible behaviours.
- Outline some moral issues and say how they have been influenced by religious beliefs.
- Identify consequences which may result from individuals' actions.

UNIT 4: Corporate Stewardship: Other Issues and Concerns as Addressed by Some Religious Groups
Attainment Target(s)
1 Learning about Religions:

Beliefs and Teachings: Explain how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship.

Practices and Life Styles: Describe and begin to understand religious and other responses to ultimate and ethical questions.

Expression and language: Define how some forms of religious expression are used differently by individuals and communities.

Objectives

- Explain how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship.
- Define and use correctly the concepts listed
- Explore and delineate what different religious groups think constitutes proper use of working time.
- Describe and begin to understand religious and other responses to ultimate and ethical questions.
- Outline and discuss different religious views concerning one's rights re payment for work done.
- Assess the effectiveness of different conflict resolution strategies used by different religious groups and the society.
- Understand, develop and express personal views on issues and problems discussed, and express thoughts, feelings, experiences, values, attitudes and beliefs which are held by others

Attainment Target(s)	Objectives
2 Learning from Religions: <i>Identity and Experience:</i> Evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship. <i>Meaning and Purpose:</i> Make informed responses to questions of meaning and purpose in the light of their learning. <i>Values and Commitments:</i> Evaluate ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, creation and the human community of which they are part. Express the capacity for doing good for the betterment of society and without any thought of personal gain. 3 Learning how Religion Influences Change: <i>Religions and how they Adapt to Caribbean Life:</i> Explore the geographical and historical influence of religion on Caribbean lifestyles. <i>Religion as an Influence for Change:</i> Examine and appreciate the contribution of religions to the development of perspectives/viewpoints on personal and corporate issues within the region and the world.	• Evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship. • Identify and explore feelings which evolve out of issues being discussed. • Evaluate their own standpoints concerning a variety of Religious Education related issues. • Recognize bias, exaggeration, prejudice and stereotyping as they discuss a variety of religious and social issues. • Make informed responses to questions of meaning and purpose in the light of their learning. • Evaluate ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, Creator and the human community of which they are part. • Express the capacity for doing good for the betterment of others, and without any thought of personal gain/reward or recognition. • Discuss the place and function of voluntary service within society. • Discuss and list some of the values which, if practised, would help or hinder the development of society. • Explore some religious beliefs held about stated social evils and identify some practical solutions offered or used by religious groups to counteract these evils. • Consciously monitor personal behaviour to avoid discrediting one's country in the international community. • Analyze the influence of religious teachings on medical, ethical and moral issues. • Recognize and be able to make the best use of opportunities for advancement without being selfish, inconsiderate or breaking the law while so doing.

Attainment Target(s)

Religion and its Influence on Daily Life: Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.

Objectives

- Draw conclusions about the influence of sacred writings on the responses of religious people to personal, social and ethical issues in everyday life.
- Investigate the role that world religions play in preserving in society an appreciation for the sacredness of life.
- Identify some causes and effects of legal/illegal migration
- Examine the expectations that lead to migration, and the effects of this upon different levels of society.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Students will:

Class Project: (This assignment will be given out at the beginning of the first class). For the duration of the Unit students will work on the following project, discussing findings during the last fifteen minutes of each lesson:

Compile a multimedia portfolio/ collection of everyday manifestations of issues and concerns relating to problems of poverty, crime and capital punishment, punishment of children, carnival, dancehall music, wealth and poverty (Collect articles from newspapers, magazines, internet or journals. Write brief summaries of radio or television news items). Do follow-up on breaking news stories where possible and state how issues were resolved if they were. State what religious reactions there were, if any, and/or use table or other appropriate graphs to explain the perspective of each religious group under study. Students may use spreadsheet or other software to create graphs. Decide on possible solutions, using suggestions submitted. With teacher's assistance, evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship. Construct a class list of possible alternate behaviours/solutions using the same insights and motivations that guide believers.

Key Skills

- Work cooperatively to achieve one goal.
- Write brief summaries
- Do follow-up/Critique
- Create and edit graphs
- Analyse/ Evaluate
- Draw reasoned conclusions
- Compile list

Assessment Criteria

Completed compilation of multimedia materials reflects an understanding of the relevant issues. Summary of, follow-up of and graphs depicting perspectives of religious groups show that students can think critically and analytically. List of alternative behaviours and solutions suggested by students reflect an acceptable grasp of the religious perspectives on the issues under discussion.

Suggested Teaching and Learning Activities

Students will:

Work in groups to design and place community notice boards at prominent places in the school/local community (e.g., in front entrance, bathroom, cafeteria, supermarket.) Solicit comments re issues and concerns such as bullying; substance abuse; dress codes; crime, violence and punishment; respect for life and property.

OR:

Use digital recording devices to get opinions and feelings from students at various points on the school premises re the above issues and concerns. Pick up/share these responses in class at intervals and use for class discussion. Discuss and list some of the values which, if practised, would help or hinder the development of society. Examine religious teachings or views on the topics being discussed. Each participate in a class poster competition, to design posters using graphic or word processing software, and highlighting the issues of reckless driving and road rage, substance abuse/ addiction, trafficking and peddling. Posters should include religious perspectives on each chosen issue and possible ways of tackling the problem. Display posters in class and hold class discussion on issues raised.

Key Skills

- Work cooperatively with peers
- Design creative notice boards
- Operate digital recording devices
- Discuss/Evaluate comments
- Poster design
- Create and format document
- Solve problems

Assessment Criteria

Values discussed and listed indicate an understanding of what would help or hinder the development of society. Religious teachings and views on these topics are accurately outlined. Creatively completed posters accurately highlight the cons of the selected social issues, as well as the related religious perspectives and possible solutions to these problems.

Suggested Teaching and Learning Activities

Students will:

In each of the following options, recognize bias, exaggeration, prejudice and stereotyping as they discuss a variety of religious and social issues, and evaluate their own standpoints concerning them:

Interview a number of returning residents or have a “talking point” to discover their views on issues and concerns in the society which sometimes affect them, such as work, banking, crime and violence, housing etc.

OR:

Hold a class debate that examines tensions between local and returning residents and issues discussed in preceding activity. Make use of related radio programmes.

OR

Hold a panel discussion and invite returnees and locals to participate. Compare the attitudes of local and returning residents to one another, and, with the teacher’s assistance, discuss ways in which religious beliefs and practices can foster mutual understanding. List these ways in their notebooks.

Participate in class discussions/share personal experiences (and/or other situations of which they know) via creative writing such as short stories, poems and songs to explore assigned issues and concerns relating to human rights, ageism, racism, sexism, poverty and marginalization (after defining these concepts with the teacher’s assistance). Students could also share their stories, poems and songs with e-pals via class blog or email stories, poems and songs to e-pals. Draw conclusions from experiences and from class discussion and then make suggestions. Using class Religious Education text, explore some religious beliefs held about these evils, and identify some practical solutions offered or used by religious groups to counteract these evils.

Key Skills

- Recognize bias, exaggeration, prejudice and stereotyping
- Evaluate their own standpoints
- Conduct interviews
- Infer
- Participate in debate
- Use radio programmes to support views
- Compare attitudes
- Discuss and list

- Define concepts
- Share by composing songs and poems, and by writing short stories.
- Post comments and information safely and responsibly
- Draw conclusions
- Explore
- Make suggestions
- Identify practical solutions offered or used

Assessment Criteria

Reasoned conclusions drawn by students reflect an accurate appreciation of the issues faced by interviewees. List of ways religious beliefs and practices can foster mutual understanding reflect keen insight into the nature of issues discussed, and into related religious perspectives.

Creative pieces reflect an accurate understanding of the issues discussed.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Hold another debate addressing the issue of religion and patriotism, particularly perceptions held by specific religious groups. Discussion after debate should include how personal behaviour can be consciously monitored to avoid discrediting one's country in the international community.

- Participate in debate
- Work cooperatively with peers
- Discuss views

Debate accurately reflects views of different religious groups re patriotism. Discussion highlights appropriate behaviours that reflect patriotism.

In groups, identify and dramatize issues that create conflict in the home or in society. Outline ways that religious groups suggest that these conflicts may be resolved, and assess the effectiveness of these methods.

- Work together in problem solving

Dramatized pieces reflect issues that cause conflict and contain possible solutions to different conflicts. Students are able to accurately assess the effectiveness of these methods.

Case studies: Examine specific instances of the expectations that lead to migration, and the effects of illegal/legal migration on different levels of the society. (Include social and family life, and share feelings and opinions.) With teacher's assistance, discuss the effects of migration on Jamaica's religious, social and moral framework. Construct a chart together to show how these different elements affect each other.

- Recall instances of emigration and its effects
- Construct chart
- Share feelings
- Discuss
- Navigate digital content on websites and storage devices
- Define
- Examine/Discuss
- Explain

Student responses indicate keen insight into and a thorough grasp of the concepts of work and leisure, including from a religious perspective. Written evaluation shows a comprehensive perception or religious people's approach to ethical issues and their sense of spiritual and social accountability.

Examine magazines and newspapers or online sources/speak to employed persons including the self-employed to gain insights into and learn respect for all honest and legal forms of occupation. Define and examine the concept of stewardship of opportunity, then discuss the balance between work and leisure. Explain religious views on work (particularly: a) what religious groups think constitutes proper use of working time and, b) the voluntary work that they do) and identify and discuss ways that believers put these views and teachings into practice in society.

After reviewing the Unit's topics and activities, write an evaluation of ways in which, by their treatment of ethical issues, religious people show that they are accountable to themselves, the Creator and the human community of which they are a part.

Learning Outcomes

Students will be able to:

- ✓ Explain how legal and illegal migration affect the structure of the family and the society as a whole.
- ✓ Identify, discuss and evaluate some of the many different social issues that are faced by individuals on a daily basis.
- ✓ State how different religious groups react to the effects of specific social issues in the country and the world.
- ✓ Demonstrate understanding of corporate stewardship and its importance to self-development and nation building.
- ✓ Have knowledge of the fact that religion can either unite or divide people.
- ✓ Develop an open and unprejudiced attitude to different social issues in society.
- ✓ Appreciate the knowledge of how to care for life, society and the world.
- ✓ Reflect knowledge of the contribution of religion in developing stewardship.
- ✓ Identify some practical solutions to problematic ethical issues.
- ✓ Reflect upon the different issues affecting the nation and ways in which individuals can contribute to the betterment of the nation.

Points to Note

Teacher may create criteria for debates, and monitor the interviews between students and visitors, re the type of questions being asked. Teacher should be aware of and sensitive to students' needs/feelings when treating lessons that will negatively affect students' emotions. Some students may be experiencing one or more of the negative social issues in their home or community. Examples include crime and punishment, migration, substance abuse, unemployment, bullying. Teacher should monitor students' use of the internet.

RESOURCES

Religious Education texts, Internet, Resource persons, Resource books, Technological device for recording, Newspaper articles, journals, Television programs

LINKS TO OTHER SUBJECTS

Social studies: AT3 - Know the value and contributions of communities and institutions in fostering national, regional and international integration.

Civics: AT 6 - Demonstrate the awareness of individual and collective rights, their application, and attendant responsibilities.

Information Communication Technology: AT3 - Research, critical thinking, problem solving and decision making.

Extended Learning

Pupils could:

- Be encouraged to become actively involved in religious and/or other activities which involve stewardship, for example visiting the sick and shut-ins, volunteering at a children's home, etc.
- Participate in major school and/or community activities, such as Labour Day projects.

KEY VOCABULARY

stewardship, ageism, racism, sexism, marginalization, wealth, poverty, peddling, trafficking, migration, bullying, patriotism, punishment, conflict, honesty, dishonesty, violence, resolution, substance abuse, addiction

NSC

RELIGIOUS EDUCATION

GRADE 9: TERM 3

About the Unit

In this unit students will learn to:

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

Guidance for the Teacher

When undertaking the delivery of this Unit, Corporate Stewardship - Caring for the Natural World, teachers need to guide students into recognizing that all human beings have a responsibility for the environment, and that by the very fact of their having a shared humanity they should feel responsible for one another. Through problem-based learning and case studies, students will hone the skills necessary for decision making, develop a sense of personal and corporate ownership of, pride in, appreciation of and desire to care for the physical environment. Teachers should keep in mind the 2030 vision for Jamaica. They must also be aware of what is being taught in relation to this topic in Science, Social Studies and Civics. Nevertheless, teachers should not lose their focus on the religious perspective in all of this, ensuring that at every opportunity students are encouraged and enabled to make connections between caring for the natural world and religious beliefs and practices in this regard. In so doing, they will ensure that classes do not become Social Studies, Science or Civics lessons rather than lessons in Religious Education.

Prior Learning

Check that students can:

- Recognize and explain the meaning of Creation, and the beliefs of world religions pertaining to this.
- Demonstrate that the natural world has order, pattern and organization.
- Recognise the similarities amongst religions with respect to the origin of Life.
- Make connections between beliefs about the origins of the universe and how humans should treat it.
- Identify key religious values connected with the environment.
- Recognise that responsibility is entrusted to humans for the maintenance/sustenance of the created world.

UNIT 5: Corporate Stewardship: More Issues and Concerns as Addressed by Major Religious Groups

Attainment Target(s)

1 Learning about Religions:

Beliefs and Teachings: Explain how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship.

Practices and Life Styles: Describe and begin to understand religious and other responses to ultimate and ethical questions.

Expression and language: Define how some forms of religious expression are used differently by individuals and communities.

Objectives

- Define and use correctly the concepts listed in the vocabulary section of this unit.
- Compile and summarize basic teachings/principles common to different religious groups concerning caring for the natural
- Examine and compare the teachings and practices concerning the care of the environment which are adhered to by major religions and indigenous religious groups in Jamaica.
- Identify situations within the environment, the remedy of which requires corporate stewardship.
- Develop and maintain a sense of wonder and curiosity about the world.
- Explore the relationship between human beings and the environment, and how religious beliefs affect their attitudes towards the environment.

Attainment Target(s)

2 Learning from Religions:

Identity and Experience: Evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship.

Meaning and Purpose: Make informed responses to questions of meaning and purpose in the light of their learning.

Values and Commitments: Evaluate ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, creation and the human community of which they are part. Express the capacity for doing good for the betterment of society and without any thought of personal gain.

3 Learning how Religion Influences Change:

Religions and how they Adapt to Caribbean Life: Explore the geographical and historical influence of religion on Caribbean lifestyles.

Religion as an Influence for Change: Examine and appreciate the contribution of religions to the development of perspectives/viewpoints on personal and corporate issues within the region and the world.

Religion and its Influence on Daily Life: Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.

Objectives

- Become sensitive to and knowledgeable about local and global issues and concerns relating to the natural world.
- Give reasons for neglect or abuse/misuse of the environment and its resources.
- Explain why religious groups emphasize caring for the environment.
- Suggest ways in which they may actively become engaged in corporate activities to care for their immediate environment.
- Outline some benefits of caring for the environment.
- Evaluate their own standpoints regarding concepts and content explored relating to the care of the natural world.
- Develop the ability to use effective morally and socially acceptable methods to call attention to areas of neglect within the local and national environment.
- Explore and describe a variety of feelings which lie at the heart of environmental abuse.
- Suggest a variety of ways in which a positive attitude to the environment may be/is being encouraged within the local, national and global community.
- Develop a sense of personal and corporate ownership of, pride in, appreciation of and desire to care for the physical environment.
- Examine ways in which one's family, friends or the media, etc. may influence one's attitude to and daily decisions regarding the care of the natural world.
- Be willing to engage individually and corporately in caring for their immediate surroundings, as well as the wider environment.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Participate in class discussion in which they recall and try to describe characteristics of the natural world. Watch a YouTube video about global concerns relating to the natural world. Discuss these concerns as well, and record them in their notebooks, giving reasons for neglect or abuse/ misuse of the environment and its resources.

Using class Religious Education text, research the beliefs, views and activities of major religions and indigenous religious groups regarding care of the environment. Compile and summarize basic teachings / principles common to different religious groups concerning caring for the natural world, and explain why these religious groups emphasize caring for the environment. Each student will combine this information in a short essay on the topic and submit to teacher.

- Recall
- Describe
- Watch/observe
- Evaluate/deduce
- Discuss
- Research
- Discuss
- Identify commonalities
- Summarize
- Write essays

Responses during discussion and entries in notebooks reflect a clear understanding of reasons for neglect/abuse of the environment. Research findings, summarizations and explanations in essays show evidence of an adequate grasp of principles, teachings and reasons why religious groups care for the environment.

As a class, examine and discuss ways in which their families, friends or the media etc. may influence their attitudes to and daily decisions regarding the care of the natural world.

- Discuss
- Evaluate

EITHER

In groups, compare the stewardship activities of municipal bodies with those of religious bodies - major and indigenous - and display in illustrated form. (Method of display to be decided by the students.)

OR

Each complete the following activity:

Imagine that you have been appointed as Youth Representative to sit on the Citizens Association of your community. You have special responsibility for the environment. What are the concerns of your community? Examine ways in which your family/friends/ the members of your community can be mobilised to act to protect/preserve and care for the environment, rather than wait for the Government to do so. Consider and compare the activities of both municipal and major and indigenous religious bodies. (Students are free to decide on how to approach/proceed with this activity.)

- Compare
- Illustrate
- Display
- Imagine
- Examine
- Compare
- Decide

Comparisons/illustrated display show a clear understanding of the stewardship activities of religious bodies under study. Students' chosen plan of action involving the community/religious bodies shows innovation and practicality and a clear understanding of the environmental needs of their community.

Suggested Teaching and Learning Activities

Students will:

Invite resource persons from the National Solid Waste Management Authority (NSWMA) and from relevant religious organizations to share about local issues and concerns relating to the natural world, as well as to give pointers/experiences re environmental cleanliness. Administrators or other Parks and Markets officers may share a typical day of administration of environmental clean-up.

Examine case studies involving everyday situations faced by garbage collectors, municipal personnel, religious resource persons, students themselves. In so doing:

- Examine trends in the disposal of waste (garbage, sewage, nuclear waste, radiation, smog, industrial waste, at school/in their community/ society.
- Examine how religious buildings and their environs are maintained.
- Explore the relationship between human beings and the environment, and how their religious beliefs affect their attitudes towards the environment. Dramatize a scenario depicting aspects of this.

Share their views and feelings about garbage collectors, municipal personnel and religious groups that care for the environment with friends online.

EITHER

Make a plan/project proposal for working corporately to improve or maintain their immediate environment. Include some benefits of so doing. Use as guidelines the perspectives/views held by a selected religion/religious group that exists in Jamaica.

OR

Examine good environmental care and protection practices being utilized in their immediate environment and write a project proposal to suggest how they may be applied corporately on a wider scale. Include some benefits of so doing. Use as guidelines the perspectives/views held by a selected religion/religious group that exists in Jamaica.

Key Skills

- Listen
- Observe
- Ask relevant questions
- Examine Case Studies (interpret, analyse, summarize, synthesize and evaluate)
- Assess the reliability of sources of information
- Make connections
- Deduce
- Dramatize scenario
- Post comments
- Formulate plan/proposal
- Draw conclusions

Assessment Criteria

Dramatization depicts an accurate understanding of aspects of the relationship between beliefs and attitudes. Quality of comments posted reflects open, honest, insightful and civic-minded attitudes. Plan/project proposal for improvement or maintenance reflects a clear understanding of the issues involved, inclusive of good practices and how they may be applied on a wider scale.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Conduct class debate based on the following moot topic:
"Be it resolved that endangered and /or protected species which pose a threat to human or other forms of life not be allowed to live."
Students judge the debate based on the information learned in the unit.

- Debate
- Be persuasive

Peer assessment of ideas propounded during debate bears in mind students' ability to assess, evaluate and present convincing arguments to support their views.

In groups (using power point presentations or posters), during class, suggest a variety of ways in which a positive attitude to the care of the environment may be/is being encouraged within the local, national and global community. Include and emphasize how religious groups play/can play a part in this process. Prepare large posters (computer generated where possible) drawing attention to areas of neglect in the local and national environment. Some of these posters should include religious views/teachings on caring for the environment. Hold a demonstration in a prominent area of the school compound or in the local community. Be prepared to explain to interested observers the issues and religious teachings/ views on caring for the environment.

- Observe
- Assess
- Draw conclusions
- Illustrate/prepare computer generated posters
- Outline views/issues

Student responses show a keen awareness of what is being/can be done to foster a positive attitude to the care of the environment. Posters and explanations that form part of the demonstration accurately depict/represent the general principles and religious teachings/views taught.

Learning Outcomes

Students will be able to:

- ✓ Describe characteristics of the natural world.
- ✓ Recognise the similarities in the teachings of different religions with respect to the care of the environment.
- ✓ Explain why religious groups emphasize care for the environment
- ✓ Make connections between religious beliefs about the environment and how humans should treat it.
- ✓ Recognise that responsibility is entrusted to humans by the Creator for the maintenance/sustenance of the world.
- ✓ Examine local and global issues relating to the natural world and identify how religious adherents may help in addressing these issues.
- ✓ Give reasons for the neglect or misuse of the environment and its resources.
- ✓ Develop and express a sense of moral responsibility, personal and corporate ownership of, pride in, appreciation of and desire to care for the physical environment.

Points to Note

Teachers should:

Assist students in defining the key terms in the key vocabulary as these emerge in the teaching and learning activities of the unit. Guide young people in developing a sense of accountability and responsibility towards the environment. Guide students in the writing of a project proposal.

Remind students to:

- Recognise and acknowledge the owners or creators of digital materials and encourage others to do so.
- Demonstrate safe, respectful, responsible and clear online communication, and encourage peers to do so.
- Follow guidelines to promote healthy use of ICT tools.

Extended Learning

Students will evaluate the school environment for strengths and weaknesses and put suggestions for improvement in a box. Students will select which ones they want to be responsible for doing. They will keep anecdotal records of their progress. Create an educational wiki that provides views, links to other sites and personal work on corporate stewardship/caring for the natural world.

RESOURCES

Internet websites, Religious Education and other text books, Resource persons from NEPA, NSWMA, religious organizations

KEY VOCABULARY

Pollution, Waste disposal, Short term/long term effects, Natural world, Mother Nature, Conscience, Environment, Obedience, Disobedience, Destruction, Preservation/conservation, Creation, Creator, Global effects, Ecology, Green Issues, Radiation, Threat, Extinction, Purpose, Meaning, Selfishness, Greed, Materialism, Economic stability, Comfort, Sovereignty, Harmony, Cause and effect, Sacredness of Nature, Custodianship

LINKS TO OTHER SUBJECTS

Link with Science - Grade 9 AT1 Exploring Science and the Environment" Earths resources-understand the importance of conserving forests and wildlife.

Link with Social Studies - Grade 9 AT1 Understand the processes and forces that have formed the physical and built environment" Suggest steps that might be taken to avert problems caused by climatic change." AT2 Develop an understanding of the interdependent relationship

Link with Civics – Grade 9 AT 6 Demonstrate an awareness of individual and collective rights their application, and attendant responsibilities - an understanding of the interrelationship between rights and responsibilities in the nation and in the global environment. AT7 Show an awareness of and a willingness to practice the principles of effective leadership and governance-The ability to utilise various communications media to engage themselves and others in national and international development issues AT8 Demonstrate awareness of the ways in which the Jamaican identity is shown through interactions with, and responses to, the environment and natural hazards-(to be put in on Civics paper)

Link with Technical Vocational Education - Grade 9 AT3 Applying Solutions" Through a project based approach, students will be able to apply appropriate strategies in finding solutions to identified needs-build practical skills and the technical competencies necessary for effecting a solution/outcome.

Link with Art - Grade 9 AT2 Plan and Design-understand the basic principles and techniques of design ad be able to apply these in a range of contexts. They should be able to select their own materials, tools and approaches to meet their design needs. They should be able to design works that express ideas, fulfil specific design needs and which can shape viewers' thinking and moods (to be put in on Visual Arts paper)

Link with Drama - Grade 9 AT2 Expressing and Enacting –Respond critically and aesthetically to a variety of stimuli through dramatic presentations"

About the Unit

This unit concludes the theme Stewardship. Students will review issues and concerns as addressed by some religious groups as they relate to corporate stewardship. This will include:

- a review of the principles/teachings/practices common to world religions re personal and corporate stewardship
- a summary of personal impressions formed, views developed and decisions taken re the:
 - use of personal human resources
 - use and care of natural and corporately owned resources
 - exercise of personal stewardship in the context of the wider community

Guidance for the Teacher

Teacher should review the general summary of principles/teachings/practices common to world religions as these relate to stewardship. Teacher should also re-emphasize the importance of effectively carrying out personal and corporate stewardship responsibilities. While students should be allowed to evaluate their learning experiences re personal and corporate stewardship, teacher should ensure that the opinions expressed are unbiased and are not presented as facts.

Prior Learning

Check that students can:

- Express thoughts, feelings, experiences, values, attitudes and beliefs which are held by others.
- Discuss and list some of the values re personal and corporate stewardship which, if practised, would help or hinder the development of society.
- Recognize the importance of the exercise of personal and corporate stewardship in the development of self-worth.

UNIT 6: Some Conclusions About Stewardship**Attainment Target(s)****1 Learning about Religions:**

Beliefs and Teachings: Explain how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship.

Practices and Life Styles: Describe and begin to understand religious and other responses to ultimate and ethical questions.

Expression and language: Define how some forms of religious expression are used differently by individuals and communities.

2 Learning from Religions:

Identity and Experience: Evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship.

Objectives

- Explain how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship.
- Review the key teachings and practices concerning personal and corporate stewardship which are adhered to by religious groups under study.
- Describe and begin to understand religious and other responses to ultimate and ethical questions.
- Recognize the times when there is wisdom in giving in to others' wishes, demands, points of view or expectations – and do so graciously.
- Evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship.
- Develop the ability to express personal beliefs and feelings through music, visual arts, drama and creative writing.
- Continue to develop sensitivity to local and global issues and concerns relating to personal and corporate stewardship.
- Evaluate their own standpoints regarding the concepts and content explored about personal and corporate stewardship.

Attainment Target(s)

Meaning and Purpose: Make informed responses to questions of meaning and purpose in the light of their learning.

Values and Commitments: Evaluate ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, creation and the human community of which they are part. Express the capacity for doing good for the betterment of society and without any thought of personal gain.

3 Learning how Religion Influences Change:

Religions and how they Adapted to Caribbean Life: Explore the geographical and historical influence of religion on Caribbean lifestyles.

Religion as an Influence for Change: Examine and appreciate the contribution of religions to the development of perspectives/viewpoints on personal and corporate issues within the region and the world.

Religion and its Influence on Daily Life: Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.

Objectives

- Make informed responses to questions of meaning and purpose in the light of their learning.
- Examine how people make moral decisions, and how daily life is influenced by teachings, sacred texts, religious leaders, etc.
- Readily identify social and moral evils as these evils are expressed in their own daily experiences.
- Develop a strong sense of responsibility, accountability and moral scrupulousness regarding their own welfare, that of others and of the environment.
- Evaluate ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, Creator and the human community of which they are part.
- Express the capacity for doing good for the betterment of society and without any thought of personal gain.
- Explore and outline what students as well as believers within religious groups consider to be of ultimate value.
- Evaluate their present stage of moral, spiritual, social, physical and emotional development, and thereby evaluate their implementation of worthwhile, achievable short and long term goals.
- Develop the ability to persist against great odds in order to achieve worthwhile goals.
- Develop a mature sense of personal worth and value.
- Develop the ability to apply facts and principles learned to specific situations.
- Draw conclusions about the influence of sacred writings on the responses of religious people to personal, social and ethical issues in everyday life.
- Investigate the role that world religions play in preserving in society an appreciation for the sacredness of life.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Attempt to define each concept listed in the key vocabulary of the unit, using previous knowledge, dictionaries and texts. Discuss the accuracy of these attempts, making connections/links with other subject areas where relevant, and trying to improve on these definitions. Teachers from other subject areas may be invited to share in discussions in order to help verify definitions and linkages.

- Define concepts
- Participate in discussion
- Make connections

In groups, summarize the key teachings/principles/practices of world religions re personal and corporate stewardship by creating and presenting to the class Venn diagrams accompanied by practical examples of concepts such as equality, family life and sexuality, sacredness of life, environmental destruction and environmental protection. In class discussion, talk about how these concepts are portrayed in both religious and non-religious situations in the media and elsewhere. Suggest how they themselves may apply the positive concepts and/or avoid the negative ones. Evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship.

- Summarize
- Construct and utilize Venn diagrams
- Compare and contrast ideas
- Discuss
- Make suggestions
- Evaluate

Completed Venn diagrams accompanied by practical examples accurately reflect the concepts and content studied. Discussion, suggestions and evaluation show ability to assess and make linkages to personal and corporate stewardship.

Use worksheets to present arguments for and against the uses made of persona resources, as well as natural and corporate resources in the environment, being sure to highlight the positive and negative impact of these. Conduct electronic searches to obtain information about uses of personal, natural and corporate resources in the environment.

- Present arguments persuasively
- Distinguish between pros and cons
- Conduct electronic searches

Successfully completed worksheets with personal views of arguments for and against the use of resources give evidence that content has been adequately grasped.

Suggested Teaching and Learning Activities

Students will:

As a class, create a few scenarios surrounding some of the major social issues discussed in previous classes. Simulate a community court scene where a panel of students pretend to be community representatives, and the class pretending to be community members hear and discuss each case. The panel will make moral decisions/judgements based on situations presented and religious perspectives studied. In the ensuing class discussion, teacher should help students to:

Identify social and moral evils as these are expressed in their own daily experiences. Discuss how people make moral decisions, and how daily life is influenced by teachings, sacred texts, religious leaders etc., and review the ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, Creator and the wider community of which they are a part. Draw conclusions about the influence of sacred writings on the responses of religious people to personal, social and ethical issues in everyday life.

Key Skills

- Create scenarios
- Role play different characters
- Make judgements based on information given
- Identify
- Discuss/evaluate
- Make connections
- Review
- Draw conclusions

Assessment Criteria

Participation in class activity and insightful ideas, suggestions and moral judgements made based on content taught reflect an adequate understanding of the issues being portrayed. Connections made and conclusions drawn show evidence of a working grasp of religious influences and believers' treatment of ethical issues.

Suggested Teaching and Learning Activities

Students will:

Go on a reflective journey to consider/contemplate the entire year's activities on personal and corporate stewardship. That is: accompanied by soothing instrumental background music, view a power point presentation prepared by the teacher illustrating and listing key questions and issues covered during the year. As the presentation progresses, examine the personal impressions they have formed, views they have developed, and decisions they have taken re:

- use of personal human resources.
- use and care of natural and corporately owned resources.
- exercise of personal stewardship in the context of the wider community.

Reflect on the people they have interviewed and the views that were expressed; on their project work: the information they have found out, the contributions they made to the projects, the questions they still have and what has been most memorable about these projects. Consider the questions they have asked resource persons, and answers in which they have shared. Reflect also on how the year's work has helped them see more clearly the meaning and purpose of life, particularly through religious and other responses to ultimate and ethical questions. Share their thoughts with the class, and thereby evaluate their present stage of moral, spiritual, social, physical and emotional development, making the effort to evaluate their implementation of worthwhile, achievable short and long term goals set in previous lessons.

Either:

Make diary/journal entries noting some of the concepts learnt, what stood out the most and some of the life changing commitments and goals that they have set for themselves. Entries should reflect the capacity for doing good for the betterment of society without thought of personal gain, as well as what both students and religious groups consider to be of ultimate value. Diaries could be in the form of blogs created via class wiki.

Key Skills

- Reflect/contemplate
- Examine/evaluate
- Share thoughts
- Make journal/diary entries
- Post comments online

Assessment Criteria

Student responses show a comprehensive grasp of content, attitudes and values learned from the teaching and learning activities in which they have participated throughout the year. Completed journals or diaries with summaries of the content covered reflect their own commitments and life goals, a willingness to work unselfishly for the benefit of others, and an understanding of what is of ultimate value.

Suggested Teaching and Learning Activities

Students will:

Or:

Use art, music, poetry, drama, questioning and recall etc. to examine what they have learnt and what their own conclusions and perceptions now are, based on the context and concepts of the units on personal and corporate stewardship. Pieces created should reflect the capacity for doing good for the betterment of society without thought of personal gain, as well as what both students and religious groups consider to be of ultimate value.

Key Skills

- Create art, music, drama and poetry with information given.

Assessment Criteria

Creative pieces highlighting concepts learnt and conclusions drawn reflect an understanding of their own perceptions, the capacity to work unselfishly for the benefit of others, and an understanding of what is of ultimate value.

Learning Outcomes

Students will be able to:

- ✓ Develop a positive attitude to self and others.
- ✓ Explain the key teachings and practises concerned with personal and corporate stewardship which are adhered to by different religious groups.
- ✓ Appreciate the importance of moral and/or religious principles.
- ✓ Explore the effects of religion on the formation of one's attitudes, values and beliefs.
- ✓ Develop an open and unprejudiced attitude to beliefs, practices and values of others.
- ✓ Reflect cohesively on and show an accurate understanding of the year's teaching and learning activities in which they have participated.
- ✓ Communicate safely online when doing reflection of year's work.

Points to Note

This unit is a summary of prior units. The focus therefore should be placed on reviewing and re-emphasizing standpoints and issues relating to personal and corporate stewardship. Students should be strongly encouraged during review to develop a mature sense of personal worth and value, and in so doing also develop their ability to persist against all odds in order to achieve the worthwhile goals which they have set themselves.

RESOURCES

Religious Education Texts, Other recourse books, Dictionaries, Worksheets, Computer, Internet

Extended Learning

Pupils could review through the playing of games such as Jeopardy. Class will play as groups. Each group has an account in which points for correct answers are stored. Questions are written and arranged in pockets according to categories. Each category has a value. A category is selected and questions are drawn from said pocket. For each correct answer, points are allotted to that person/group's account. Simulate the Six-A-Side football game. Questions are written on cards. Each correct answer represents a goal scored.

KEY VOCABULARY

Steward, Stewardship, Talent, Honesty, Integrity, Responsibility, Obligation, Citizenship, Property, Rights, Relationship(s), Social class, Accountability, Trust, Self-esteem, Self-respect, Mutual respect, Dependability, Industriousness, Interdependence, Efficiency, Resources, Husbandry, Consequences, Conviction, Humanity, Selfhood, Opportunity, Commitment

LINKS TO OTHER SUBJECTS

Civics: Grade 9 AT6 Demonstrate an awareness of individual and collective rights, their application and attendant responsibility. AT8 Demonstrate awareness of the ways in which the Jamaican identity is shown through interactions with, and responses to, the environment and natural hazards.

Social Studies: Grade 9 AT3 Know and value the contributions of communities and institutions in fostering national, regional and international

Integration - develop a greater understanding of the changing culture and its impact on the Jamaican and Caribbean Societies.

Language Arts: Grade 9 AT3 Writing – Communication

Technical Vocational Education: Grade 9 AT3 Applying solutions: Through a project based approach, students will be able to apply appropriate strategies in finding solutions to identified needs - build practical skills and the technical competencies necessary for effecting a solution/outcome.

Visual Arts: Grade 9 AT2 Plan and design

Drama: Grade 9 AT1 Exploring and creating; AT2 Expressing and enacting.

NSC

RELIGIOUS EDUCATION

GRADES 7-9: APPENDICES

SUBJECT GLOSSARY

TERMS	DEFINITIONS/MEANINGS
Adhan	The Muslim call to prayer
Bimah	Desk or platform from which the Torah is read
Font	Receptacle that holds the water for infant baptism
Moksha	Liberation from karma and samskara
Shahadah	Muslim declaration of Faith
Samskara	Stages of Life in Hinduism
Sect	Deviation from the original norm of a religion
Aum	The Hindu sacred syllable and symbol
Cantor	Song leader in the synagogue
Chanukkah	Jewish festival of lights
Du'a	Personal prayers in Islam
Guru	Holy teacher/leader
Imam	Prayer leader in Islam
Minyan	Ten Jewish men
Mezuzah	A collection of Torah passages attached to doorposts of Jewish homes

TERMS	DEFINITIONS/MEANINGS
Niyama	Individual discipline in Hinduism
Yama	Social discipline in Hinduism
Yom Kippur	Jewish day of Atonement
Wudu	Ritual washing before prayer in Islam
Celibacy	Abstinence from sexual relations
Khalifa	Muslim Steward
Homophobia	The fear of homosexual and homosexual behaviour

PERSPECTIVES OF SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS & THE AESTHETICS (STEM/STEAM) IN RELATION TO THE NATIONAL STANDARD CURRICULUM (NSC)

INTRODUCTION & BACKGROUND

The integration of theoretical principles that relate to STEM/STEAM Education in the NSC began in June 2014. This move was influenced by recommendations of the STEM Steering Committee that emphasized the need to develop learners who are not just productive, but who would also be innovative Jamaicans. STEM integration was also regarded as one of the strategic long term means of addressing the economic challenges being faced by Jamaica using education as a primary vehicle for the implied transformational change to happen, beginning from short term efforts.

Initial discussions and deliberations promoted an emphasis on STEM rather than STEAM Education. However, critical analysis of the conversations conveyed the perspective of STEM as a collection of related disciplines that all learners should have the opportunity of pursuing, to develop the competencies they offer and as a consequence be able to gain employment or become employers in STEM related areas. As stakeholders from different backgrounds processed their understanding of STEM, new meanings of the concept emerged from the discussions. One was the perspective of STEM as a methodology. There was, however, concern about the exclusion of “A” in STEM. This “A” component however, brought to the discussion, multiple meanings. In some Aesthetics as a field and was considered an important component to be included if educators are serious about issues of discrimination, holistic learning and current research on the iterative function of the brain that warrants attention to brain based learning and the role of the Arts in promoting knowledge integration to cater to multiple domains of learning. There was also discontent about neglecting the Performing Arts when related creative industries contribute significantly to economic development. The concern was that the role of the Arts to economic development was being trivialized.

The call for the integration of the Aesthetics or Art forms became more pronounced as STEM took on more national significance. This was supported by research that indicates the importance of the Aesthetics in developing values and attitudes, in promoting holistic learning and in serving as drivers of innovations. By integrating principles from STEM with those from the Arts/Aesthetics, the approach to problem solving would encourage greater appreciation for and reliance on the interdependent nature of knowledge when science and arts intersect. Additionally, STEAM as a methodology encourages the harmonizing of the cognitive and the emotional domains in the problem-solving process.

The concept of STEAM was adopted in 2015, as an integrative approach to education and a methodology that pays attention to the benefits to be derived from the inclusion of the Arts or Aesthetics with STEM related principles. These collective benefits are supported by Jolly (2014), Sousa and Pilecki (2013) and include divergent thinking; differentiated learning; Arts integration; focus on intrinsic motivation and informed decision-making.

PERSPECTIVES OF STEM/STEAM IN THE CONTEXT OF THE NSC

In the context of the NSC, STEM/STEAM is used in a number of ways. These include:

STEM/STEAM as an integrative learning approach and methodology in facilitating learning. This perspective places emphasis on STEM/STEAM as a means of helping learners become creative or innovative problem solvers and lifelong learners who rely on scientific principles (laws and theories) to address issues/concerns or to deal with observed phenomenon that are puzzling for them or that inspire interest. As an approach, the focus is on solving problems based on principles. As methodology, the focus is on the system of practical procedures to be used to translate principles into the problem-solving processes or to choose from available problem-solving models.

STEM/STEAM as an Experiential-Vocational Learning Framework that is based on problem solving through the project-based approach. Emphasis is placed on solving real life problems in a context that requires learners and their facilitators to observe work-based principles. The primary purpose for this focus is for learners to: (i) become employable (ii) prepare for further education and/or for occupational or work readiness.

STEM as types of institutions in which learning is organized as a meta-discipline as described by Morrison and Bartlet (2009). Based on this perspective, STEM facilitates the demonstration of knowledge in a manner that removes the boundaries of each discipline for application to problem as would be practised in the real world.

IMPLICATIONS OF PERSPECTIVES OF STEM/STEAM IN LIGHT OF THE NSC

Since the NSC is based on Constructivism principles, STEM/STEAM as an approach and methodology, has to be established on post-positivistic thinking. From this position, STEM/STEAM influences the kind of practice that promotes collaboration, negotiation of meaning and openness to scrutiny.

The NSC developers selected a Constructivist approach that included the deliberation, designing and development stages of the curriculum process. Evidence of the influence of Constructivism can be seen the NSC Framework Document that conveys the following emphasis:

- (i) The element of objectives is presented in two forms; firstly as Learning Objectives to focus attention on process and experience rather than product. Secondly as Learning Outcomes that serve as some of the outputs of the process. They include the basic understandings, skills and dispositions anticipated from learners' engagement in the planned experiences.
- (ii) The element of content is treated as contexts for learners to think critically, solve problems creatively while developing their identity as Jamaicans. Content is not expected to be treated as disciplines to be mastered but as areas that contribute knowledge, skill sets and attitudes that form the composite of competencies to be acquired from their integration in the learning situations.
- (iii) The element of learning experiences (method) is presented as a set of learning activities that serves as a source of problems to be addressed as a part of the learning process. These real-life activities provide the scope of knowledge, skills and required dispositions or character traits for learners to make sense of that aspect of life or the world that they represent. They are the threads that connect all the other elements of the curriculum and allow for the integration of STEM/STEAM in the following ways:
 - Identification of activities that are presented as problems to be solved using the STEM/STEAM approach based on contextual factors that include the profile of the learner, the learning conditions and the anticipated impact.
 - Integrating activities to form a real problem to be solved as a short, medium or long term project to which the project based learning would be applied.
 - The examination of learning activities by learners and teachers as co-learners through multiple lenses using content of science, technology, mathematics and the humanities that they have already explored to engage in the problem identification and definition processes.
 - Extending learning in the formal setting to the informal by connecting co-curricular initiatives that are STEM/STEAM based that learners are undertaking at the institutional level through clubs and societies, as whole school projects or in partnership with external stakeholders.
 - Using the learning activities to review STEM/STEAM initiatives that form a part of the informal curriculum to and for reflection on action.

- Using activities as springboards for reflecting on career or occupational interest in STEM/STEAM related areas.
- (iv) The element of evaluation is communicated in two major ways; firstly as prior learning which serves diagnostic purpose and secondly as an on-going developmental process. This formative focus is indicated by the inclusion of explicitly stated assessment criteria that are to be used alongside the learning activities. The use of assessment criteria as counterparts of the learning activities also indicates that assessment is learner centred since it is serving developmental rather than promotional purpose and as a consequence, allows learners to self-correct as they use feedback to develop feed-forward capabilities. Evidence of learning, based on the learning outcomes, can be collected from various types of assessment methods that emphasize the learner centred constructivist orientation. This brings to the fore the need for serious consideration to be given to differentiation in assessment for fairness and credibility of claims about learners' capabilities and to inform decisions that will impact their educational journey.

In general, this integrated approach, which is the context of STEAM, is aimed at improving the quality of the educational experience for learners while influencing the achievement of the aims of education that relate to productivity and creativity as part of the profile of the Jamaican learner.

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The 5Es Overview: “The 5E Learning Cycle”

What is a 5E Learning Cycle?

This model describes an approach for facilitating learning that can be used for entire programmes, specific units and individual lessons. The NSC supports the 5E constructivist learning cycle, as it places emphasis on the processes that may be used to help students to be personally involved in the learning situation as they are guided to build their own understandings from experiences and new ideas.

5E Instructional Model

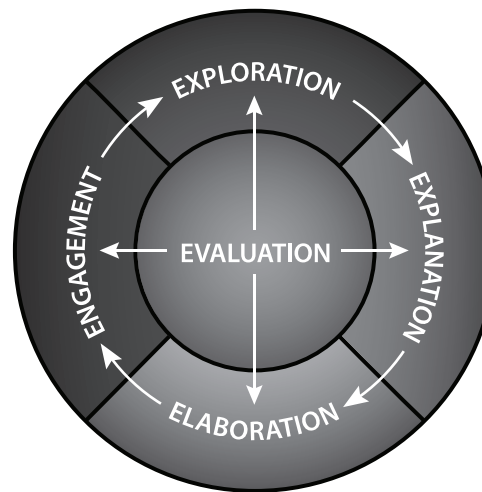


Figure 1. Illustrating one version of the 5E model that conveys the role of valuation as an interconnecting process that is at the core of the learning experience.



Figure 2, illustrating a cyclical perspective of the model with each process being given similar emphasis in contributing to the learning experience on a whole.

EXPLANATION OF THE INSTRUCTIONAL MODEL

What are the 5Es?

The 5Es represent five key interrelated processes that provide the kind of learning experiences for learners to experience the curriculum or planned learning episodes: Engage, Explore, Explain, Extend (or Elaborate), and **Evaluate**.

ENGAGE: The purpose of the **ENGAGEMENT** dimension is to help students to be ready intellectually, socially, emotionally etc. for the session. Attention is given to the students' interests and to getting them personally involved in the lesson, while pre-assessing prior understandings, attitudes and/or skills. During the experience, students first encounter and identify the instructional task and their roles and responsibilities. During the **ENGAGEMENT** activity, students make connections between past and present learning experiences, setting the organizational groundwork for upcoming activities. The engagement activity may be used to (a) help student unearth prior knowledge (b) arouse their curiosity (c) encourage students to ask questions as a sign that they have wonderments or are puzzled.

EXPLORE: The purpose of the **EXPLORATION** dimension is to get students involved in solving a real problem that is based on a selected context. **EXPLORATION** provides them with a chance to build their own understanding of the phenomenon being investigated and the attitude and skills involved for arriving at a workable solution. In exploring the students have the opportunity to get directly involved with the phenomenon and materials. As they work together in learning teams or independently, the need to share and communicate becomes necessary from the experiences. The teacher functions as a facilitator, providing materials, guarding against obstacles to learning and guiding the students to operate based on agreements. The students become inquirers and co-owners of the learning process. In exploring, they also ask questions, formulate hypothesis, search for answers or information/data, reflect with others, test their own predictions and draw conclusions.

EXPLAIN: The purpose of the **EXPLANATORY** dimension is to provide students with an opportunity to assess their thinking and to use intellectual standards as critical thinkers to communicate their perspectives and/or the meaning of the experiences. They rely on communication tools and their skills as Language users to: (a) organize their thoughts so that they are clear, relevant, significant, fair, accurate etc. (b) validate or affirm others (c) self-motivate. Reflection also occurs during the process and may cause students to adjust their perspective or justify their claims and summarise the lessons being learned. Providing explanations contributes to vocabulary building and self-corrective actions to deal with misconceptions that they become aware of from feedback of their peers and/or their facilitator.

EXTEND: The purpose of this dimension is to allow students to use their new knowledge and continue to explore its significance and implications. Students work independently or with others to expand on the concepts and principles they have learned, make connections to other related concepts and principles within and/or across disciplines, and apply their understandings in new ways to unfamiliar situations.

EVALUATE: The purpose of the **EVALUATION** dimension is for both students and facilitator to determine progress being made or the extent to which learning has taken place based on the stated objectives or emergent objectives. **EVALUATION** is treated primarily as an on-going diagnostic and developmental process that allows the learner to become aware of gaps to be treated and progress made from their efforts to acquire the competencies that were the focus of the session. Examples of competencies include understanding of concepts, principles and processes and demonstrating various skills. Evaluation and assessment can occur at different points during the learning episode. Some of the tools that assist in this diagnostic and formative process include rubrics, teacher observation log, self-inventories, peer critique, student interviews, reflective presentations, displays/expositions, portfolios, performances, project and problem-based learning products. Analysis of reflections, video recordings are useful in

helping students to determine the depth of their thinking and understanding and the objectives they have or have not achieved.

Who developed the 5E model?

The Biological Science Curriculum Study (BSCS), a team led by Principal Investigator Roger Bybee, developed the instructional model for constructivism, called the “Five Es”.

The Link between the 5E model and Types of Learning Activities

The five (5) types of Learning Activities purported by Yelon (1996) can be integrated with the 5E’s so as to enrich the teaching and learning process. He noted that every instructional plan should include the following learning activities

1. Motivation Activities: Intended to help learners to be ready for the session
2. Orientation Activities: Inform students of their roles and responsibilities based the purpose or objectives of a learning episode.
3. Information Activities: Allow students to manipulate current knowledge, access/retrieve and generate new ideas
4. Application Activities: Allow for the use of knowledge and skills in novel situations
5. Evaluation Activities: Allow for reflection, corrective actions and sourcing of evidence to confirm/refute claims about learning.

These activities can be planned to serve one of the purposes of each dimension of the 5E model. For example, ENGAGEMENT may be comprised a Motivation Activity and an Orientation Activity. EXPLORATION and EXPLANATION require an Information Activity, while EXTEND requires an Application Activity. EVALUATION requires the kind of activity that will contribute to the collection of data for assessing and arriving at a conclusion about performance based on stated or expected purpose for which learning is being facilitated.

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The Teaching of Religious Education

The teaching of Religious Education in schools ensures that all key aspects of religion are considered, discussed and explained. It includes not only the study of religions themselves but also the response of students to the ideas and questions to which religions give rise - worship, celebration, the lifestyle of adherents and beliefs.

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops students' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances students' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

Religious Education encourages students to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges students to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Religious Education encourages students to develop their sense of identity and belonging. It enables them to develop individually within their communities and as citizens in a pluralistic society and global community.

Religious Education has an important role in preparing students for adult life, employment and their role in an ever changing society. It enables students to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables students to combat prejudice.

Ways in which Religious Education Supports the Values of the Curriculum

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

- students valuing themselves and others
- the role of family and the community in religious belief and activity
- the celebration of diversity in society through understanding of similarities and differences
- valuing and respecting the diverse beliefs and opinions of others.

Religious Education also recognises the changing nature of society, including changes in religious practice and expression, and the influence of religion in Jamaica and also within the global community.

Ways in which Religious Education Supports the Aims of the Curriculum

The overall aim is that Religious Education should be delivered as a stimulating, interesting and enjoyable subject to all students. The knowledge, skills and understanding detailed in the Standards and the Teacher's Guide are designed to promote the best possible progress and attainment for all students. Religious Education develops both independent and interdependent learning.

Learning about Religion

This includes the investigation of and an enquiry into the nature of religion. Students will have opportunity to explore religious beliefs, teachings, ways of life, forms of expression and practices. They will learn to communicate their knowledge and understanding using vocabulary within a religious context. Learning about religions will also ensure that students develop and understanding with explanations of ultimate questions of deity and ethical issues. It will give students a holistic view of how individual religions function as well as the nature and characteristics of each religion.

Learning from Religion

This concerns the development of students' reflection on and the response to their own and others' experiences in the light of their learning about religion. It will develop their skills of application, evaluation and interpretation of what they have learnt and of their experiences about religion. Students will learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose, truth, values and commitments.

Learning how Religion Influences Change

It is here that students will examine the traditional belief systems in Jamaica and the Caribbean. They will be able to understand the part that these belief systems have played in shaping the religious, cultural and social life of the individual, community and society. The role and functions of religious leaders in the process of nation building in Jamaican society and in the word will be studied. Students will ultimately examine how religion can influence change in their daily lives and that this commitment can lead to the betterment of their lives, the community and society in which they live.

Religious Education also encourages an enquiring approach in which students carefully consider issues of beliefs and truth in religion. It also enhances the capacity to think coherently and consistently. This enables students to evaluate thoughtfully their own and others' views in a reasoned and informed manner. Religious Education promotes students spiritual, moral, social and cultural development and hence prepares them for the opportunities, responsibilities and experiences of life.

Religious education has a significant role in the promotion of spiritual, moral, social and cultural development. At the heart of this is a focus on ultimate questions and ethical issues. This focus enables students to appreciate their own and others' beliefs and cultures and how these impact on individuals, communities, societies and cultures. Religious Education seeks to develop in them the awareness of themselves and others. This ultimately helps students to gain a clear understanding of the significance of religions and beliefs in the world today and learn about the way different faith communities relate to each other. Consequently, the Religious Education curriculum aims to promote religious understanding, discernment and respect and to challenge prejudice and stereotyping.

An important aspect of Religious Education is the promotion of each student's self-worth. A sense of self-worth helps students to reflect on their uniqueness as human beings, share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships.

Promoting Spiritual, Moral, Emotional, Social and Cultural Development Through Religious Education

Religious Education provides opportunities to promote **spiritual development** through:

- Debating, discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, forgiveness, honesty and truth
- Reflecting and learning about important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices
- Considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- Examining how religions perceive the value of human beings, and their relationships with one another, with the natural world, and with God
- Developing a sense of belonging and valuing relationships
- Examining their own views and ideas on religious and spiritual issues

Religious Education provides opportunities to promote **moral development** through:

- Valuing diversity and engaging in issues of truth, justice and trust, among other virtues
- Examining the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- Considering what is of ultimate value to students and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- Exploring a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity.
- Considering the importance of rights and responsibilities and developing a sense of conscience

Religious Education provides opportunities to promote **social development** through:

- Exploring how religious and other beliefs lead to particular actions and concerns
- Debating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- Examine students' own and others' ideas on a range of contemporary social issues

Religious Education provides opportunities to promote **cultural development** through:

- Encountering people, literature, the creative and expressive arts and resources from differing cultures
- Examining the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- Promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good

Religious Education provides opportunities to promote **emotional development** through :

- addressing community cohesion thereby contributing to outcomes in active pupil involvement in changing attitudes and levels of participation within and beyond school
- fostering the skills and capacities of emotional literacy and a deeper understanding of the emotional component of pupil's personality
- providing opportunities for social action, charity participation and community services
- highlighting the correlation between children's affective life and their religious development hence guiding them to positive affective states of experiences

The Role of the Teacher in the Teaching of Religious Education

In the teaching of Religious Education where students are being exposed to the three Attainment Targets of Learning about religions, learning from religions and learning how religions influence change, the key role of the teacher is to ensure that sensitivity is used during the delivery of the lessons. It must be recognized what a vital role this subject plays in influencing the decision making of students especially at the age when they are making key choices and decisions in life which will ultimately affect their future and how they take their role in society as responsible citizens. The units in the Teacher's Guide have been written to guide teachers in how delicate subjects should be discussed, explored and explained.

The teacher of R. E. is first and foremost an educator, and as such will be concerned to encourage students to have an open, critical, unbiased approach to the subject. This approach is based on a willingness on the part of teacher and pupils to raise questions without necessarily arriving at conclusive answers.

The Religious Education teacher is not just one who dispenses information concerning beliefs and practices. The subject transcends the informative. It is necessary for the teacher to be able to guide students into an appreciation of the thoughts and intentions that lie behind religious words and actions.

The Religious Education teacher should be objective and impartial. He or she should not present opinions and beliefs as facts. Such a person should know the differences between verifiable facts and matters that remain beyond empirical investigation and truth. Religious Education should not be used for political or religious indoctrination. Teachers of the subject should not impose particular values and beliefs on children. However, they, along with all other teachers, should support basic educational values and those represented by the school as a whole.

The teacher therefore should:

- Be clear about the nature of the subject and its concerns.
- Recognise that any religion is far more than a belief system.
- Begin at first by working within aspects of the subject that are familiar and accurately understood - in other words: start from the known and move to the unknown.
- Be more a guide than an authority.
- Display a high degree of interest in Religious Education.
- Show a high level of interest in the exploration of ultimate questions at his or her level, as well as at the pupils' level.
- Present himself/herself as a teacher and not as a preacher. During classes, he or she should never proclaim personal religious conviction in the way that this might be done in a place of worship; rather the teacher should ensure that pupils see anyone's personal convictions as another set of beliefs, not as indisputable facts.
- Guide pupils into exploring and seeking answers to Life's questions.

How Religious Education Lessons Should be Taught

In summary, the Religious Education teacher should teach in such a way as to:

- Encourage students to ask fundamental questions about themselves, about their social and natural environment and about religion, as a phenomenon.
- Integrate R. E. concepts with those of other subject areas where possible.

- Make use of the personal knowledge and experiences, talents, likes and dislikes, interests, and hobbies of students.
- Make use of everyday-life situations and collective creative expressions of the community/world to instil positive moral values and explore ethical issues as well as to facilitate a clearer understanding of religious beliefs and practices.
- Employ the use of audio-visuals / technological advances wherever possible.
- Encourage frank and honest discussion of and responses to the issues and content being explored.
- Encourage teacher-student space/ student-student interaction.
- Supply the tools with which students can make their own ethical decisions as well as develop and / or consolidate their own belief systems.
- Be objective in the presentation and discussion of content and in handling of student responses.

Themes in the Grades 7-9 Curriculum

Following is an explanation of the philosophy and thinking behind the concepts/themes of Identity, Worship and Stewardship, upon which the Grades 7-9 curriculum is based.

Identity

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

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

As Caribbean people we sometimes have difficulty knowing who we are, valuing ourselves, accepting ourselves and our personal worth when there are so many sources from which our heritage has been derived. The Grade 7 curriculum helps students (who at this stage are very preoccupied with themselves) to explore who they are, using the following categories and basic principles:

Spiritual Self:

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

Physical Self:

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

Socio-cultural Self:

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

Moral/Ethical Self:

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

Sexual Self:

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

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

Worship

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

Worship is an essential part of the ritual dimension of any religion and contains certain basic elements which appear in most religions, e.g. prayer, reading of sacred writings, homage to deity, exhortation etc. The place of worship and attitudes in worship are easily identifiable. Some people require visual aids e.g. art, incense, a certain mode of dress, a rosary, a crucifix, a prayer mat, bell music to create an aura and add depth and meaning and purpose to worship. For some these are not necessary.

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

Stewardship

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

more. It involves the steward's understanding of himself/herself in his/her role; it involves a relationship between the steward and the persons or things over which he/she has charge; it involves good work ethics, prudence, sensitivity, faithfulness etc.

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

Conclusion

Ultimately, Religious Education should allow students time for questions, creative expression, commentary on Life's ethical issues, learning about beliefs and practices, examining the framework of society, examining themselves, learning from each other and applying concepts to specific situations. Morals, principles and values play an important role in the lives of every individual and it is the aim that Religious Education will be one of the key subjects in the curriculum which will ensure that students are well equipped to take their place in their community, society and the global context as responsible citizens who have been given the best foundation on which they can build their future lives.

LESSON PLAN

Subject:	Religious Education
Date:	July 11, 2017
Duration:	60 Minutes
Grade:	7
Term:	2
Theme:	Identity
Unit Title/sub-theme:	Creation
Topic:	Creation Stories in the Four Major Religions
Sub-topic:	The Judeo- Christian Creation Story
Approach:	Phenomenological
Method:	Questioning and Discussion
Attainment Target:	Students will examine the creation stories presented by the four major religions, exercise sensitivity in their responses to theories that might differ from their own and understand the influence of religion on their daily lives.

Objectives: Students should be able to:

1. Define the term creation.
2. Outline or retell the Judeo-Christian creation story after reading Gen 1: 1-27.
3. Investigate and develop logical arguments to support or refute religious theories pertaining to the origin of life.
4. Demonstrate an attitude of tolerance and respect for the creation stories presented by religious groups.

Key Skills

1. Develop logical arguments about lessons learnt from the Judeo-Christian creation story using critical thinking skills.
2. Record their observation and use information to create items such as bar graphs and pictograms.

Summary of Content

Creation is the idea that the universe and natural things in it were created by God. Every religion has its own creation story. Christians and Jews however, share the same creation story. In this story, creation took place within six days:

Day 1. God made the night and day. Light appeared to give life.

Day 2. God separated the waters on the earth. The waters beneath became the oceans and the waters above, rain.

Day 3. Land came out of the seas. God decreed that all different kinds of plants would grow on the earth.

Day 4. Two great light givers were made separating day and night. The bigger of the two, the sun shone by day and the lesser of the two, the moon shone at night. Stars also appeared in the sky.

Day 5. All kinds of creatures appeared in the sky and sea: birds and insects, fish and reptiles.

Day 6. All kinds of animals appeared on the earth. The first man Adam followed them.

Day 7. God rested

Key concepts/Vocabulary

Creation, nature, origin, creature, stewardship, environment

Instructional Materials/Resources:

Chart, textbook, Bible, markers added- computer, CD/DVD player, cartridge paper, pictures of created things, speakers, pencils, crayons, permanent markers.

ENGAGE

Students will talk a nature walk while recounting the details given in the Judeo Christian creation story regarding the creation of the natural world or watch a video on the Judeo Christian creation story. They will use observation sheets to record interesting information observed about the natural/ created world.

EXPLORE

Development 1: What is creation?

Students will utilize the information gleaned from the video/ walk to derive a definition of the word creation (definition may be written, spoken, drawn). They will present their definitions and make comparisons with their peers. From the discussion, an agreed definition will then be formulated and noted by students.

Development 2: The Christian and the Jewish Creation Story

Read the account of the Judeo Christian creation story in Gen 1: 1-27. Compare this account of creation with the account(s) discussed in the engagement activity. Summarize the story, outlining the sequence/order of creation.

EXPLAIN

Development 3 : Lessons Learnt from the Story

Students will be engaged in a discussion in which the following questions will be asked:

1. What are some of the roles of humans in creation?
2. God carefully thought about creating the world. Do we carefully think about our actions before we do them?
3. What values and attitudes can we infer about the Creator after examining creation?
4. How is God's Creation being treated? What can you do to help?

ELABORATION

In small groups, use hand outs to research and discuss other theories of the origin of life. Develop logical arguments (use religious, scientific and/ or statistical based evidence) to defend or refute these theories.

EVALUATION

Students will present their arguments to the whole class for discussion.

Extended Learning Activities:

1. Make a collage illustrating the creation story.
2. You are tasked with creating your own world, what would you include in it? Justify your choices.

