

**PRIMARY RELIGIOUS & MORAL
EDUCATION SYLLABUS**

CLASS THREE

MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

BARBADOS

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RATIONALE

The Religious and Moral Education syllabus is designed to contribute effectively to the development of children, not only in knowledge and skills, but in habits, understanding and character building. All of these qualities are essential for rich personal living and for being responsible citizens.

The teaching of Religious and Moral Education is therefore not concerned with passing examinations but more so with the inculcation of desirable attitudes in children towards themselves, others' life and towards God.

Attitudes and or moral values are established through many avenues. The class takes priority in this areas about equally so are the home and places of worship. Qualities which are held to be of value in the classroom, the use made of situations involving behaviour, the choice of the stories and the manner in which they are told, all combine to mould and build character.

Stories which describe unselfish or heroic behaviour are exciting to children and give meaning. In selecting stories the teacher must be guided not only by his/her ability to tell the story but also by the need to show that moral and spiritual attitudes are necessary to true living especially in the areas technological advancement.

Religious and Moral Education lends itself to the development of problem solving and critical thinking skills with the assistance of various types of material including technology. The content necessitates that students understand and analyze the activities so that meaningful attitudes and character building will result. These activities also allow for the development of social and emotional learning skills, so that students will understand how to solve their conflicts in an amicable way rather than resorting to violence.

Religious and Moral Education Syllabus supports the new initiatives of the Ministry of Education which stress:

- child centered approach to teaching and learning
- the development of critical thinking problem solving skills
- the development of interpersonal skills

- the development of positive work ethics and a sense of responsibility
- collaborative learning at all levels
- integration of technology as an instructional tool

FORMAT OF THE SYLLABUS

In addition to the syllabus for classes 1- 4 the document contains the following:

- Scope and sequence
- Attainment Targets
- Suggested activities
- Assessment objectives

The Scope and Sequence indicates the classes in which the topic is to be introduced and developed. The v indicates which class the topic/skill/concept should be introduced. The (4) indicates that the concept has to be developed and maintained.

The Attainment Targets indicate what each pupil should be able to achieve at the end of each school year.

Suggested activities included in the syllabus provide the opportunity for students to apply the concepts, skills and knowledge they have learnt. The proposed tasks meet both the individual needs of the pupils as well as facilitating, collaboration among pupils, teachers and parents.

Assessment, is a fundamental part of the teaching and learning process. However, in Religious and Moral Education it should not only measure what students know and can do but provide information about the development of attitudes and values. A variety of assessment tools should be used - portfolio assessment, checklists, journals, discussions and projects.

The Integration of Information Technology is an integral part of the Religious and Moral Education programme and teachers should be encouraged to use it to enhance their lessons.

It is expected that teachers will always strive to make the lesson real to the children so that they will learn about the gift of God in a creative way; the kinds of people they will meet in life and the type of communities people help to create.

GENERAL OBJECTIVES

To help children to show respect for authority and for others opinions, ideas and property.

To expose children to a knowledge of God.

1. To educate for Godly living
2. To teach pupils how to use God's word
3. To help to understand and appreciate their bodies as temples of the living God and to accept changes and differences of growth and development
4. To help pupils to develop positive attitudes and an awareness of their own potential and that of others.
5. To help children to understand, become aware of and develop desirable habits and good manners
6. To help children to understand and appreciate their community and the environment as a special part of god's Creation

ATTAINMENT TARGETS

INTRODUCTION

The Religious and Moral Education Attainment Targets are designed to develop in them desirable habits and good manners.

This syllabus exposes children to a wide variety of situations and examples that deal with the understanding of the relationship between, God, and self (man)"

- love;
- wisdom;
- honesty;
- loyalty;
- forgiveness.

It is anticipated that from the activities pupils will learn how to apply these principles to everyday life.

CLASS 3

These targets are designed to reinforce previous targets. They are accompanied by activities that demonstrate generosity, respect and forgiveness.

The pupil should be able to:

- ❑ list some of the spiritual and social needs of the family;
- ❑ explain how God demonstrates his love for the human family;
- ❑ outline some of the responsibilities and functions of the family especially in terms of prayer and guidance, conflict, support and forgiveness;
- ❑ select Bible passages that emphasise God's love;
- ❑ recognise acts of generosity displayed by Jesus and others in the Bible;
- ❑ list acts of respects to parents, teachers, church and property;
- ❑ relate how Christmas is spent in Barbados and other lands;
- ❑ recognise the value of patience.

SCOPE AND SEQUENCE

- Begins teaching the concept/skill
- √ Maintain and develop concept/skill taught

		CLASSES			
		1	2	3	4
1.0	THE FAMILY				
1.0.1	Define the term „family“ and explain the roles of the family members.	■	√	√	√
1.0.2	Name the members of the Holy family.	■	√	√	√
1.0.3	Recognise God as the father of all mankind.	■	√	√	√
1.0.4	To understand the proper roles and responsibilities of all members of the family.	■	√	√	√
2.0	GOD’S WONDERFUL GIFTS IN CREATION		√	√	√
2.0.1	List God’s gifts in creation e.g. families, friends, plants and animals;	■	√	√	√
2.0.2	Be able to engage in self-reflection and modify behaviours accordingly.	■	√	√	√
2.0.3	Give examples of how an appreciation can be shown for the environment – the trees, birds, animals	■	√	√	√
3.0	THE CHRISTMAS STORY		√	√	√
3.0.1	Retell the Christmas story.	■	√	√	√
3.0.2	Explain why Christmas is an important holiday	■	√	√	√
3.0.3	Explain why self-confidence, self-worth and pride have faith in God and trust others.	■			

- Begins teaching the concept/skill/fact
- √ Maintain and develop concept/skill taught

		CLASSES			
		1	2	3	4
4.0	HONESTY				
4.0.1	Explain what is meant by honesty.	■	√	√	√
4.0.2	Give examples of how honesty can be demonstrated.	■	√	√	√
4.0.3	Positive attitude for all types of honest work.	■	√	√	√
5.0	GENEROSITY		√	√	√
5.0.1	Identify organisations that are honest.	■	√	√	√
5.0.1	Identify ways how one can be generous in and out of school.	■	√	√	√
5.0.3	Be able to negotiate disputes and keep conflict under control.	■	√	√	√
6.0	DIGNITY OF WORK		√	√	√
6.0.1	Define the term dignity of work.	■	√	√	√
6.0.2	List different types of occupations.	■	√	√	√
6.0.3	Give examples of people from the Bible who did noble work for Jesus	■	√	√	√
6.0.4	Learn to cooperate with others.	■	√	√	√
6.0.5	Developing the right attitude towards work.	■	√	√	√
7.0	PATIENCE		√	√	√
7.0.1	Give examples of ways how patience can be shown.	■	√	√	√
7.0.2	Using role-play to understand the feelings, points of view and intention of others.	■	√	√	√
7.0.3	Explain how patience could assist in developing good manners.	■	√	√	√

- Begins teaching the concept/skill/fact
- √ Maintain and develop concept/skill taught

		CLASSES			
		1	2	3	4
8.0	EASTER STORY/ASCENSION				
8.0.1	Retell the Easter Story and the ascension story.	■	√	√	√
8.0.2	List activities that are peculiar to these special events.	■	√	√	√
8.0.3	Appreciate school life and the events and activities that take place in the school.	■	√	√	√
8.0.4	State why Easter is the most important Christian holiday.	■	√	√	√
9.0	LOYALTY		√	√	√
9.0.1	Define "loyalty" and identify acts of loyalty to God, parents, guardians and friends.	■	√	√	√
9.0.2	Tell a Bible story which brings out loyalty among friends.	■	√	√	√
9.0.3	Understand when to reinforce situations and when to walk away from situations.	■	√	√	√
10.0	WHITSUNTIDE/PENTECOST		√	√	√
10.0.1	Define Pentecost and list those who were first involved in the event.	■	√	√	√
10.0.2	Outline the promise and its fulfillment.	■	√	√	√
10.0.3	Relate the change that took place in the disciplines after they experienced Pentecost.	■	√	√	√
10.0.4	Develop a sense of helping rather than neglecting and become aware of the changes, feeling and experience of others.	■	√	√	√

- Begins teaching the concept/skill/fact
- √ Maintain and develop concept/skill taught

		CLASSES			
		1	2	3	4
11.0	LOVE				
11.0.1	Comprehend the meaning of the word love.	■	√	√	√
11.0.2	Identify God’s love for the world and mankind.	■	√	√	√
10.0.3	Tell of ways to demonstrate love for God, fellowman, school and community.	■	√	√	√

TOPIC	OBJECTIVES (SKILLSS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
The Family	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. define family; 2. explain the function of the family; 3. explain the difference between the Nuclear and Extended family; 4. name the members of the Holy family; 5. Recognise God as the father of all mankind. 	<p>Reading Luke Chapter 2</p> <p>Identify members of a family from pictures</p> <p>Illustrate by drawing some members of the family and name these members.</p>	<p>Allow students to stick pictures of families in their books. Display a chart of a family in the classroom.</p> <p>Allow students to identify words use in lessons through flashcards – nuclear, extended families etc.</p> <p>After reading the story from the Bible about Jesus and his family they can then be asked questions about the story.</p>	<p>The Bible</p> <p>Luke 2: 40-52</p> <p>Luke 2:40-52</p> <p>Luke 11:1-14</p> <p>Matthew 6:5-14</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
God's Wonderful Gifts In Creation	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. list God's gifts in creation e.g. families, friends, plants and animals; 2. give examples of how appreciation can be shown for God's creation; 3. explain how an appreciation can be shown for the environment. 	<p>Story telling, illustrations, film strips</p>	<p>Display pictures of animals, plants, fruits and ask students questions to point out aspects of God's love and care for us.</p>	<p>The Bible Matthew 6: 24-34 AVA Matthew 13: 1-9 School's environment</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
The Christmas Story	Students should be able to: 1. retell the Christmas story; 2. explain simply why Christmas is an important holiday.	Dramatization Choral Speaking Miming, Dance	Oral discussions Performance Assessment Quiz	The Bible Luke 1:26-46 Luke 2: 1-20 Poems & songs Tapes & Cassettes Matthew 2: 13-18 Videos

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Honesty	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. explain what is meant by honesty; 2. give examples of how honesty can be demonstrated; 3. state reasons why speaking the truth is important. 	<p>Dramatization</p> <p>Memorizing a verse from the Bible</p>	<p>Oral discussions</p> <p>Question students on why it is important to speak the truth</p>	<p>The Bible</p> <p>Bible Stories</p> <p>Acts 4</p> <p>Proverbs 6:6-11</p> <p>Resource persons from the community</p> <p>Reflections: Bk: "today & Daily Bread"</p> <p>Poems – relevant selections</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Generosity	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. identify organisations that are generous; 2. identify ways how they can be generous in and out of school. 	<p>Dramatization</p> <p>Reading Bible story Luke 10:25-37</p> <p>Draw a picture depicting generosity</p> <p>Group work where they can share and show generosity towards each other.</p> <p>Visit old people</p>	<p>Oral discussions</p> <p>Written exercises</p> <p>Observation</p> <p>Word find</p>	<p>Bible</p> <p>Stories from the Bible</p> <p>Matthew 6:30-34</p> <p>Matthew 14:15-21</p> <p>Matthew 15 :32-39</p> <p>Resource persons from the community:- Kiwanis, Soroptimist, Lions, Red Cross, Girl Guides Asso., Boys" Scout, etc</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Dignity of Work	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. define the term dignity of work; 2. list different types of occupations; 3. give examples of people from the Bible who had occupations; 4. state why work is necessary; 5. offer reasons as to why they should have correct attitudes towards different types of workers. 	<p>Story telling</p> <p>Dramatization</p> <p>Bible reading</p> <p>Project work</p> <p>Booklet making</p>	<p>Oral exercises</p> <p>Written exercises</p> <p>Projects</p> <p>Writing compositions</p>	<p>The Bible</p> <p>Luke 15</p> <p>Matthew 25: 14-30</p> <p>Videos</p> <p>Ruth 2</p> <p>Gen. 39: 1-5</p> <p>Gen:40:1-2</p> <p>Resource persons from the community Policemen, Nurses, Watchmen, Doctors, Carpenters etc.</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Patience	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. give examples of ways how patience can be shown; 2. state why it is important to take turns e.g. queuing, assembly; 3. explain how patience would assist in developing good manners. 	<p>Story telling (Bible story of Job).</p> <p>Dramatization.</p> <p>Team work on poster.</p> <p>Jumbled sentences to be arranged.</p> <p>Games</p>	<p>Observation during recess, lunch, break when queuing is necessary.</p> <p>Games</p> <p>Dramatization</p>	<p>The Bible Stories from the Bible Genesis 27</p> <p>Poems and songs Caribbean Verse</p> <p>Resource persons from the community School meals worker, bus driver</p> <p>Matthew 6:30-34</p> <p>Poems – Selected “Manners”</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Easter	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. retell the Easter story and the Ascension story; 2. state why Easter is the most important Christian holiday; 3. list activities that are peculiar to these special events; 	<p>Bible Reading</p> <p>Dramatization</p> <p>Story telling</p> <p>Video show</p> <p>Drawing scenes of associated events/items</p> <p>Kite making/flying.</p> <p>Illustrate some of Christ Stories</p>	<p>Questioning</p> <p>Written exercises</p> <p>Writing composition</p>	<p>The Bible</p> <p>The Gospels</p> <p>AVA</p> <p>Videos of African stories</p> <p>Poems and songs</p> <p>“Pilgrim Progress” by C. S. Lewis</p> <p>Bed Time Stories</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Loyalty	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. define in own words the term Loyalty; 2. identify acts of loyalty to God and parents/guardians and friends; 3. tell a Bible story which brings out loyalty among friends; 4. name loyal friends from the Bible; 5. name loyal friends of Jesus from the Bible. 	<p>Bible stories</p> <p>Video shows</p> <p>Acting out scenarios</p> <p>Mimicking</p>	<p>Oral discussions</p> <p>Observation</p> <p>Performance</p> <p>Assessment</p>	<p>Bible Stories</p> <p>John 11</p> <p>Daniel 6</p> <p>John 11:17-44</p> <p>1Samuel 23:1-5</p> <p>1 Samuel 19:1 – 3</p> <p>Resource persons from the community:- Boys Scout, Red-cross, Leo Club, Community Youth Groups</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Whitsuntide/ Pentecost	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. state simply what is meant by Pentecost; 2. list those who were first involved in this event; 3. outline the promise simply and its fulfillment; 4. explain the change in the disciples after the experience of Pentecost; 5. state what unusual phenomenon occurred at this time. 	<p>Story telling</p> <p>Bible Reading</p> <p>Dramatization</p> <p>Video shows</p>	<p>Oral discussions</p> <p>Written exercises</p> <p>Story writing</p>	<p>The Bible</p> <p>Stories from the Bible:</p> <p>Acts 2</p> <p>Acts 1</p> <p>Poems and songs</p> <p>Song of Praise</p> <p>Reflection: The book "Today"</p> <p>Pictures</p> <p>Resource persons from the community:</p> <p>Church leaders</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>Family Life</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. list some of the spiritual, physical and social needs of the family; 2. outline the importance of the family to the: <ol style="list-style-type: none"> a. the child b. the home c. the school d. the society 3. explain how God demonstrated his love for the human family; 4. identify special times designated to the family. E.g. (Mother's Day, Child Month, Father's Day etc). 	<p>Repeat memory passages and write them as well e.g. Exodus 20 verse 12; Ephesians 6:1-3 Deuteronomy 5:19</p> <p>Show videos about the family</p> <p>Illustrate aspects of love in the family</p>	<p>Oral exercises</p> <p>Written exercises</p> <p>Word find</p> <p>Quizzes</p>	<p>The Bible Stories from the Bible 1 Samuel 17:12-18 1 King 17: 8-16 Proverbs 22:6-16</p> <p>Resource persons from the community Youth Groups</p> <p>Luke 11:1-14 Matthew 6:5-14 Daniel 6 Videos 1 Sam2:1-11 Ex13: 17-22 Genesis 2:4-25 Pictures Matthew 6: 25-34</p> <p>John 3:16 Luke 10: 38-42 Genesis 45</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDG, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Love	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. comprehend the meaning of the word love; 2. identify God's love for the world and mankind; 3. tell of ways of how to demonstrate love for God, fellowman, school and community. 	<p>Listen to music</p> <p>Repeat memory passages e.g. John 3: Vs 16</p> <p>Listen to Bible story about God's love for mankind</p> <p>Dramatization to show love for parents, friends, teachers and the community</p>	<p>Oral exercises</p> <p>Written exercises</p> <p>Observation</p>	<p>The Bible</p> <p>Genesis 2:5-14</p> <p>Songs and Poems Hymns Ancient & Modern Song of Praise</p> <p>Matthew 6:25-33</p> <p>Mark 10:10-27</p> <p>Tapes & Cassettes</p> <p>Luke10:25-37</p> <p>Exodus 20: 2-20</p> <p>Deut 6: 6-21</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Generosity	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. define the word generosity; 2. show acts of generosity; 3. relate instances of how individuals or groups of persons demonstrated generosity in the Bible; 4. Identify groups/individuals in the society that focus mainly on being generous. 5. Explain how working in groups can in some ways demonstrate generosity. 6. Suggest ways of showing generosity to needy persons. 	<p>Team work in classroom and playground</p> <p>Make a monetary contribution towards a worthy cause e.g. fire victim</p> <p>Act out a story depicting generosity</p> <p>Story telling – The feeding of the five thousand St. Luke 9:10-17</p>	<p>Oral exercises</p> <p>Written exercises</p> <p>Writing comprehension</p>	<p>The Bible Stories from the Bible Acts 9:36-42</p> <p>John 6: 1-14</p> <p>1Samuel 18 1-5</p> <p>Tapes and cassettes</p> <p>2 Kings 4:1-7</p> <p>Luke 10:25-37</p> <p>Resource persons from the community: The Lions Club Kiwanis Soroptimist Red cross Salvation Army Key Club Junior Achievers</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
The Christmas Story	Students should be able to: 1. retell the Christmas story; 2. outline how Christmas is spent in Barbados; 3. explain the meaning of Christmas.	Story telling Research how Christmas is spent in other lands Gift exchange Dramatization Singing of Christmas Carols Making Christmas cards and decorations.	Oral exercises Observation	The Bible Stories from the Bible Luke 2:1-20 Tapes and Cassettes Videos and Pictures Poems and songs Songs of Praise School“ Hymnal Ancient and Modern Hymn Book Reflections: Bk. “Today”

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCE
Dignity of Work	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. relate stories which highlight the value of God's work e.g. human beings, nature; 2. list some of the special work done by Jesus e.g. miracles, parables; 3. name some of the people who did noble work for Jesus; 4. respect and value all types of work. 	Discuss stories and situations which highlight value of God's work	<p>Oral exercises</p> <p>Performance exercise</p>	<p>Genesis 1 & 2</p> <p>Stories from the Bible</p> <p>The Gospels</p> <p>Luke 10:1-2</p> <p>Acts 6:3-5</p> <p>Acts 8: 5-8</p> <p>Proverbs 6:6-11</p> <p>Psalms 104</p> <p>Ephesians 4:28</p> <p>Resource persons from the community: Nurse, sanitation worker, gravedigger, lawyer, doctor, fireman, policeman, etc.</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Patience	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. explain the meaning of the word patience; 2. identify ways in which they could demonstrate patience e.g. at home, at school and in the community; 3. state situations that demand patience; 4. relate stories of Jesus' life that require patience; 5. demonstrate the value of patience through simple exercise. 	<p>Scenarios</p> <p>Games e.g. cross word puzzles</p> <p>Video tapes showing situations in Jesus life that called for patience</p>	<p>Checklist</p> <p>Observation</p> <p>Writing composition</p>	<p>The Bible</p> <p>Stories from the bible</p> <p>Luke 24:42-49</p> <p>Luke 10:38-44</p> <p>Luke 19:1-10</p> <p>Luke 18:1-8</p> <p>Luke 15:11-32</p> <p>Matthew 4:1-11</p> <p>Luke 4 1-14</p> <p>Luke 18: 1-8</p> <p>Luke 15:11-32</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Easter/Ascension	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. define the following terms <ol style="list-style-type: none"> a. The Last Supper b. Maundy Thursday c. The Crucifixion d. The Resurrection e. The Ascension f. Pentecost 2. explain why these terms are important in the Christian calendar; 3. recognise the importance of these events in the Christian family. 	<p>Dramatization</p> <p>Reading Bible stories</p> <p>Video tapes</p> <p>Posters illustrating the above events</p>	<p>Checklists</p> <p>Observation</p>	<p>The Bible Acts 1</p> <p>The Gospels Matthew Luke John</p> <p>Acts2</p> <p>Videos Cassettes Tapes Pictures</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Honesty	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. define the term honesty; 2. identify acts of honesty; 3. name some of the honest people in the Bible; 4. relate instances of dishonest people in the Bible and what happened to them; 5. explain the importance of honesty in everyday life. 	<p>Scenarios</p> <p>Stories from the Bible Joshua 16-25</p> <p>Repeating memory passages Deuteronomy 5:19</p>	<p>Observation</p> <p>Project work</p> <p>Writing composition</p>	<p>Luke 10:25-37</p> <p>Luke 15:11-32</p> <p>EH vp99</p> <p>Luke 8:43-48</p> <p>Acts 5;1-11</p> <p>1 Samuel 15:10-22</p> <p>Joshua 7: 16-25</p> <p>Resource persons from the community: Prison officers, policemen, group leaders, etc.</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Loyalty	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. define the term loyalty; 2. identify acts of loyalty to God, parents/guardians and friends; 3. tell a bible story which brings out loyalty among friends; 4. identify loyal friends from <ol style="list-style-type: none"> a. the Bible e.g. David and Jonathan b. loyal friends of Jesus. 	<p>Bible stories</p> <p>Video tapes</p> <p>Acting out scenarios</p>	<p>Oral discussions</p> <p>Story telling</p>	<p>The Bible</p> <p>Stories from the Bible</p> <p>Daniel 3</p> <p>E.H V p 129</p> <p>2 Samuel 1:19-27</p> <p>Poems and Songs</p> <p>Book: "Chicken Soup for the Teenage Soul today"</p> <p>1 Samuel 18</p> <p>Ruth 1: 1-4</p> <p>Matthew 17 1-13</p> <p>John 11</p> <p>Luke 10:38-42</p> <p>Videos, Pictures</p> <p>Tapes and Cassettes</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Family Life	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. grasp the importance of being a member of a family; 2. outline some of the responsibilities and functions of the family especially in terms of prayer and guidance, conflict, support and forgiveness; 3. list the special times and days for home and family; 4. relate the family of Jesus and other biblical families e.g. the story of Joseph. 	<p>Dramatization – re child</p> <p>Reading about stories of families.</p> <p>Put up posters or make a calendar showing home and family days.</p> <p>Let children read the story about the family of Jesus.</p> <p>Invite resource person to talk to students about function and responsibilities of family and allow students to question this person.</p>	<p>Retelling the stories</p> <p>Oral questioning</p> <p>Paper and pencil test</p> <p>Drawing of some aspect and family life E.g. family at prayer</p> <p>Performance Assessment</p>	<p>Bible Stories 1 Samuel 17: 12-18</p> <p>Luke 10: 25-37, 38-42</p> <p>John 19</p> <p>Acts 12</p> <p>Matthew 6: 5-14</p> <p>John 4: 1-24</p> <p>Daniel 4: 1-19</p> <p>Community Leaders – The Priest/Pastor, The Girl Guides Association, Scouts</p> <p>John 6: 1-14</p> <p>Matthew 2 Genesis 45 Genesis 39-50 John 19: 26-27 Matthew 2: 13-15</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Love	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. explain what is meant by love; 2. list acts of God's love for the <ol style="list-style-type: none"> a. world b. children 3. select Bible passages that emphasizes God's love; 4. students should be able to tell of ways to show their love for God, fellowmen, school, community and environment. 	<p>Discussion about love.</p> <p>Observation by teacher of how students relate to each other.</p> <p>Group work with emphasis on sharing and caring.</p> <p>Reading of the Bible passages on topic e.g. Genesis 2:5-14 Matt 6:25-33</p> <p>Dramatization.</p>	<p>Oral questioning</p> <p>Paper and pencil exercise</p> <p>Stories related to current situations</p>	<p>Bible stories 1 Corinthians 13 Mark 10:13-16 Genesis 2: 5-14</p> <p>Matthew 6:25-33</p> <p>John 3-16</p> <p>Songs and Poems</p> <p>Acts 16</p> <p>2 Corinthians 14-17</p> <p>Matthew 18: 23-35</p> <p>Luke 15:11-32</p> <p>E.H.V p. 238</p> <p>Pages 122-148, 220-238</p>

TOPIC	OBJECTIVES (SKILLS KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Generosity	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. explain what is meant by generosity; 2. identify acts of generosity at home, school and community; 3. recognise acts of generosity displayed by Jesus and other in the Bible; 4. display signs of generosity. 	<p>Skit by students showing both acts of generosity and selfishness.</p> <p>Oral discussion about generosity.</p> <p>Stories from the Bible based on acts of generosity e.g. Acts 4. Acts 9: 36-42.</p> <p>Group work/team work to share ideas.</p>	<p>Oral questioning</p> <p>Pen and paper test</p> <p>Observation of students' behaviour especially in classroom.</p>	<p>The Bible Stories</p> <p>Acts 9:36-42</p> <p>Acts 9:36-42</p> <p>Associations which do voluntary work Community Helpers Youth Groups</p> <p>John 6:1-14</p> <p>2 Kings 4:1</p> <p>1 Samuel 18</p> <p>Luke 10:25-37</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Respect	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. explain what is meant by the term respect; 2. list acts of respect to parents, teachers, church, property and; 3. select Bible passages that emphasize respect; 4. tell of ways to show their respect for God, parents, fellowmen, community, property and environment; 	<p>Discussion about respect.</p> <p>Group work which emphasizes respect.</p> <p>Observation by teacher of group work.</p> <p>Dramatization showing respect for parents, teachers, policemen.</p> <p>Reading of Bible passages on topic.</p> <p>Bring in resource persons from church/police etc to discuss with students.</p>	<p>Oral questioning</p> <p>Paper and pencil exercise</p> <p>Make up stories that bring out concept of respect.</p>	<p>Bible Stories Genesis 4: 1-6</p> <p>1 Samuel 1:24-26</p> <p>Romans 13: 1-7</p> <p>Ephesians 6:1-3</p> <p>1 Samuel 2:23-26</p> <p>E.H.V. p 170</p> <p>Videos</p> <p>Tapes & Cassettes</p> <p>Bk. "Chicken soup for the Teenage soul"</p> <p>Reflection – "Today" & "Daily Bread"</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>The Christmas Story</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. relate how Christmas is spent in Barbados and in other lands; 2. explain what is meant by the real meaning of Christmas e.g. caring, sharing, love. 	<p>Gift exchanges.</p> <p>Distributing food hampers to the poor.</p> <p>Singing \Christmas carols.</p> <p>Dramatization.</p> <p>Video tapes.</p> <p>Books relating to the topic.</p> <p>Making Christmas cards to give to parents and teachers.</p> <p>Group work.</p>	<p>Oral questions</p> <p>Project</p> <p>Written exercises</p> <p>Let students write a single play and act it out as it relates to the Christmas story</p>	<p>The Bible</p> <p>Luke 2 1-20</p> <p>Books relating to the topic</p> <p>Videos</p> <p>Pictures</p> <p>Tapes and Cassettes</p> <p>African Stories</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Dignity of Work	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. explain the term dignity of work; 2. relate stories of Jesus work and people who did noble work for Jesus; 3. cognizant of the value of work; 4. list different types of occupations. 	<p>Reading of stories from the Bible- Genesis 1 and 2, Luke 10:1-12, some of Jesus parables and Miracles</p> <p>Project work</p> <p>Group work and discussion</p> <p>Invite various resource persons: sanitation worker, maid, policeman etc to speak to students about their jobs and explain to them why their jobs are important.</p>	<p>Paper and pencil test</p> <p>Project work on different types of occupations</p> <p>Oral questioning</p>	<p>Bible Stories Nehemiah 3 v 4</p> <p>Matthew 15: 21-28</p> <p>E.H.V. p 311-314</p> <p>Matthew 5-7</p> <p>2 Corinthians 11:24-33</p> <p>E.H.V p78, p 220</p> <p>Song – Work, Work”</p> <p>Workers in the immediate surrounding</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Patience	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. explain the term “patience”; 2. identify situations that demand patience; 3. relate the stories of Jesus life that called for patience; 4. recognise the value of patience. 	<p>Bible stories which relates to Jesus’ life and the temptations etc.</p> <p>Discussion on when we need to practice patience and why.</p> <p>Observation by teacher of students’ behaviour.</p>	<p>Written exercises</p> <p>Oral questioning</p> <p>Observation of students in class, in line at school at games.</p>	<p>The Bible</p> <p>Luke 13: 11-32</p> <p>John 5: 1-9</p> <p>Luke 8:41-56</p> <p>Luke 4</p> <p>Matthew 4: 1-11</p> <p>E.H.V p 117</p> <p>Resource persons from the community – cricketers, dancers, fishermen</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Easter	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. retell the Easter and Ascension story; 2. explain what is meant by <ol style="list-style-type: none"> a. The last Super b. Maundy Thursday c. The Crucifixion d. The Resurrection e. The Ascension 3. list activities that are peculiar to the special events. 	<p>Dramatization</p> <p>Story telling from the gospel</p> <p>Video</p> <p>Kite flying and kite making project</p>	<p>Paper and pencil tests</p> <p>Oral questioning</p> <p>Project</p>	<p>The Bible</p> <p>Matthew 26-28</p> <p>John 17-20</p> <p>Luke 22-24</p> <p>Tapes and Cassettes</p> <p>Poems and Songs</p> <p>Videos</p> <p>Pictures</p> <p>Resource persons – Priest/Pastor, Sunday school - teachers</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Honesty	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. explain the term “honesty”; 2. identify the situation that require honesty; 3. tell stories about some of the honest people in the Bible; 4. apply acts of honesty in their daily living. 	<p>Project work</p> <p>Discussion</p> <p>Use of video tapes</p> <p>Dramatization</p>	<p>Pen and paper tests</p> <p>Oral questioning</p> <p>Project work</p>	<p>The Bible</p> <p>Luke 19: 1-10</p> <p>Luke 8: 40-48</p> <p>1 Kings 3:15-28</p> <p>Luke 19: 1-10</p> <p>Matthew 18: 21-35</p> <p>Micah 6: 8</p> <p>Exodus 20: 1-17</p> <p>Songs and poems</p> <p>Resource personal:- Rotary, 4H, Lions</p> <p>Reflection – Bk. “Today” & “Daily Bread”</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Loyalty	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. explain the term loyalty; 2. tell the story of loyal friends from the Bible and loyal friends of Jesus; 3. recognise the importance of loyalty to God and to friends and family. 	<p>Bible reading from the story of Ruth and Naomi.</p> <p>Oral discussion about Loyalty.</p> <p>Dramatization.</p> <p>Video stories from the Bible which relate to loyalty.</p>	<p>Writing composition</p> <p>Oral questioning</p> <p>Observation</p>	<p>The Bible Stories:</p> <p>Ruth 1</p> <p>Daniel 1 p3</p> <p>Acts 16:6</p> <p>1 Samuel 20</p> <p>Matthew 27: 55-56</p> <p>Matthew 26: 69-75</p> <p>Matthew 27: 57-61</p> <p>Luke 23: 50-53</p> <p>Matthew 26:36-46</p> <p>Poems reflecting honesty</p>