Religious and Moral Facilitators’ Training Manual

SENIOR PRIMARY PHASE

To be used for training in 2015
Day One

- Registration
- Opening / welcoming remarks
- Introduction of facilitator and participants; presentation of house rules
- Tea/coffee break
- Circle of Support to ensure the success of Religious and Moral Education
- Alice in Wonderland
- Ice Breaker
- Workshop objectives
- Lunch
- Energiser
- Inclusive education
- Learner-centred education
- Methodology

Day Two

- Opening; signing of attendance list
- Recapturning Day One
- The characteristics of a RME teacher
- Tea/coffee break
- Planning
- Lunch
- Planning (continue)
- Energiser (Facilitator can use his/her own initiative)
- Feedback on planning

Day Three

- Opening; signing of attendance list
- Recapturning Day Two
- Lesson preparation
- Tea/coffee break
- Lesson preparation form
- Continuous Assessment form
- Lunch
- Energiser
- Lesson presentation and assessment of learners
- RME administration
- The way forward
- The RME Teacher’s Pledge
- Close
Slide 1
Notes:

The slide is to be displayed while participants are entering the venue.

Slide 2
Notes:

This slide is about the welcoming remarks.

Welcoming remarks could be done by someone from the regional office or a reverend.

Introduction of facilitator and participants.

Material:

A4 paper and pens

Activity:

Participants create acrostics of their names using positive adjectives, and introduce themselves to the other participants by reading their acrostic and stating their names.

If possible, display the acrostics in the room.

Slide 3
Notes:

This slide is about the Circle of Support that ensures the success of RME.

The success of teaching RME depends on a circle of support consisting of:

- The Ministry of Education: head office, regional office, reverends, non-governmental Organisations (NGOs).

- The school board, principal, management, reverends from different churches and parents have the responsibility to ensure that the subject RME is offered at their schools.
• The Social Sciences advisory teachers need to assist the principals and RME teachers. The Social Sciences advisory teachers need to ensure that monitoring by the principal or management takes place every term.

• In the ideal situation schools should have one teacher responsible for RME that teaches as many of the classes as possible. The RME teacher should teach every topic and must have proof of the lessons he/she presented. The RME teacher must be actively involved in the lesson, and constantly move amongst the learners to keep the learners involved in the lesson.

• Learners should be encouraged to take part in every lesson, e.g. ask questions, participate in class discussions, and take part in activities. They should be actively involved in the selection of topics for every term.

Slide 4

Notes:

This slide is about setting goals and planning.

Activities:

Brainstorm what the moral of the Alice in Wonderland text could be.

Discuss how the text applies to this workshop.
Ice Breaker

Give each participant a sheet of paper and ask them to close their eyes. Give the following instructions:

- Do not talk, and keep your eyes closed during the activity
- Hold the paper in front of you
- Fold the paper in half
- Fold the paper in half again
- Fold the paper in half again
- Tear off the lower right corner
- Turn the paper over
- Again tear off the lower right corner
- Open your eyes
- Unfold the paper and hold it up

Papers will look different.

Discuss with participants how this activity illustrates the differences and similarities between learners.

Perceptions and understanding of the same instructions might be different.

Discuss with participants how different learning abilities will affect teaching.

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Slide 5

Notes:

This slide is about the workshop objectives.

Each RME teacher should receive a copy of the syllabus. The facilitator guides the participants through the syllabus.

Material:

Flipchart paper and markers
Activities:

**Group One:** List all topics to be taught in Grade 4 & 5. Discuss the do's and don'ts when teaching sensitive topics.

**Group Two:** List all topics to be taught in Grade 6 & 7. Discuss the do's and don'ts when teaching sensitive topics.

**Group Three:** Discuss similarities in topics across the grades.

**Group Four:** Explain the criteria in the assessment rubric.

**Group Five:** List the reasons you would give to your colleagues and the community to emphasise the importance of the subject. Discuss different methods and activities to promote the importance and awareness of the subject.

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**Energiser**

Ask participants to stretch out their arms in front of them.

Facilitator stretches out his/her arms and moves them up and down in opposite direction.

Participants must clap their hands when the facilitators’ hands come in line with each other. The facilitator should move his/her arms at varying speeds.

Participants clapping at the wrong time fall out of the game and must sit down.
Slide 6

Notes:

This slide is about inclusive education.

Activity:

Discuss how to include learners with different abilities and religions in the RME lesson

Slide 7

Notes:

This slide is about learner-centred education.

Material:

Flipchart paper, markers and crayons

Activities:

**Group One:** Differentiate between learner-centred and teacher-centred education. Give feedback to the other participants.

**Group Two:** Draw the traditional classroom layout and discuss the advantages and disadvantages of the seating arrangement. Give feedback to the other participants.

**Group Three:** Draw at least two learner-centred classroom layouts and discuss the advantages and disadvantages of the seating arrangements. Give feedback to the other participants.

**Group Four:** You only have round tables with chairs available for your classroom. Draw a layout of this classroom and discuss the advantages and disadvantages of the seating arrangement. Give feedback to the other participants.

**Group Five:** Your learners need to act out a performance. Draw a classroom layout that will ensure that all the learners can see the performance. Discuss the advantages and disadvantages of the seating arrangement. Give feedback to the other participants.
Slide 8
Notes:
This slide is about methodology.

Material:
Flipchart papers and markers

Activity:
Groups discuss and list different teaching methodologies. Give feedback to all the participants.

Slide 9
Notes:
This slide is about the characteristics of a RME teacher.

Material:
Flipchart papers and markers

Activity:
Groups brainstorm what the characteristics of an effective RME teacher should be. Give feedback to all the participants.

Slide 10
This slide is about RME planning.

Note:
Assign a grade to each group, and the groups select activities for the topics dealt with in these Grade.

Material:
Year Planner templates, Scheme of Work templates, Senior Primary RME Syllabus, school calendars, pencils, pens and erasers

Activities:
Groups select topics for each trimester.
Each group member completes a year planner for a specific grade.
Each group member completes a scheme of work for a specific grade.

**Slide 11**

This slide is about lesson preparation

**Activity:**

Brainstorm reasons why preparing a lesson in advance is important.

**Slide 12:**

**Notes:**

This slide is about the lesson preparation form.
The facilitator needs to explain how to complete the lesson preparation form.
The facilitator stresses the importance of a proper conclusion for a lesson.
At least five minutes will be needed to **conclude a lesson**.
The conclusion is a summary of the main points and topics, and could be a motivation for the learners to apply the knowledge they acquired during the lesson.
Inform the teachers that the teacher’s reflection can only be done after the presentation of the lesson.

**Material:**

Syllabuses, blank templates of the lesson preparation form, pencils and pens

**Activities:**

- **Individuals** select a topic and complete a lesson preparation form.
- **Group members** evaluate one another’s lesson preparation form.
- **Discuss** with all participants what is expected when completing the lesson preparation forms, and how to complete each section.
The facilitator says:

We are all going to ride in taxies.

You must get into the taxi according to the numbers of passengers.

The taxi can:

- take 2 passengers
- take 4 passengers
- take 7 passengers, etc.

Slide 13

Notes:

This slide is about administration.

The facilitator explains the following:

As with any other subject, some administrative work is necessary to enable the teacher to teach effectively.

A teacher needs the following files:

**Administration File:**

The administration file contains important subject information and other school-related information.
Preparation File:

The preparation file contains the written preparation done by a teacher and includes all relevant information.

RME Subject File:

The subject file serves as a source of information for the teachers teaching RME, and is the property of the school.

RME Resource File:

Each RME teacher is responsible for compiling their own RME resource file and for its safe keeping.

The resource file is the property of the school.

These files need to be monitored by the management/HOD or subject head responsible for Social Sciences.

Slide 14

Notes:

This slide is about the assessment of learners.

The facilitator explains the following:

Learners do not write tests or examinations for assessment marks.

Continuous assessment needs to be done on learners’ knowledge, skills and abilities.

Learners receive one assessment mark per term. Each assessment mark must be for a different task.

Three tasks appear on the continuous assessment form, namely:

- Written Task
- Creative Task
- Project
Slide 15

Notes:

This slide is about the way forward.

The facilitator asks participants if they have any questions concerning the subject RME.

The facilitator, together with the participants, discusses these questions and finds solutions.

The facilitator urges the participants to take the subject seriously.

Slide 16

Note:

This slide is about the RME Teacher’s Pledge.

Before presenting this slide the facilitator needs to familiarise him/herself with the content of the pledge.

Material:

Copies of the teacher’s pledge for each participant, a candle and a box of matches
Activity:

Participants stand in a circle, with a burning candle in the middle.

Participants say the pledge together.

- With great pride and satisfaction, I call myself a teacher.
- I pledge my dedication and passion to my profession.
- Warmth, sympathy, and understanding will always guide my actions in class.
- I pledge to make full use of my skills and talents in order to offer the best guidance to learners.
- I will exercise patience and tolerance in my classroom.
- I will foster a supportive environment for all my learners.
- I will remember that I do not teach a lesson plan, but human beings. My aim will be to teach the whole child in order to help that child to develop in mind and spirit.
- I aim to always act in accordance with my calling as a teacher and to find joy in teaching those who seek my help.

Slide 17

Note:

This slide is for closing the workshop.

Thank the participants for their continuous commitment in teaching RME to learners.
## Registration form for RME training workshop

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Religious and Moral Education Facilitators' Training Manual Grade 4 - 7, NIED 2015
## Religious and Moral Education training workshop

### Attendance List

**Regions:** …………………………………

**Date:** …………………………….

**Facilitator:** …………………………….

**Venue:** …………………………….

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### Slides

<table>
<thead>
<tr>
<th>Slide 1</th>
<th><strong>RELIGIOUS AND MORAL EDUCATION FACILITATORS TRAINING</strong></th>
<th>This slide should be displayed when participants enter the venue</th>
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<tbody>
<tr>
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<td><strong>Slide 2</strong></td>
<td>Invite someone from the regional office or a reverend to welcome the participants. Remember to ask the participants to sign the attendance list.</td>
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<td><strong>Slide 3</strong></td>
<td>The success of teaching RME depends on a circle of support consisting of:</td>
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<td><strong>The Ministry of Education: Head Office, Regional Office, Non Government Organisations (NGO), reverends from different churches</strong></td>
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<td><strong>The School Board, principal, management, and parents have the responsibility to ensure that learners receive the subject RME at schools</strong></td>
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<td><strong>The Social Sciences advisory teachers need to assist the principals and RME teachers.</strong></td>
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<td><strong>The Social Sciences advisory teachers need to ensure that monitoring by the principal or the management takes place regularly.</strong></td>
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<td><strong>The RME teacher should teach every lesson and must have proof of the lesson presented. The RME teacher must be actively involved in the lesson and</strong></td>
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constantly move amongst the learners to ensure that learners are involved.

The RME teacher should ensure that learners receive information regarding different religions. Moral and cultural issues should be discussed.

Learners should be encouraged to take part in every lesson, e.g. ask questions, participate in class discussions and do activities. They should be motivated to assist with the selection of topics for every term.

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**Slide 4**

"Would you tell me, please, which way I ought to go from here?"
"That depends a good deal on where you want to get to," said the Cat.
"I don't much care where—" said Alice.
"Then it doesn't much matter which way you go," said the Cat.
"---so long as I get somewhere," Alice added as an explanation.
"Oh, you're sure to do that," said the Cat, "if you walk long enough."
(From Alice's Adventures in Wonderland by Lewis Carroll)

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**Slide 5**

**Workshop objectives**

- Introduce the RME syllabus
- Train RME teachers on how to conduct the subject RME
- Empower RME teachers to deal with sensitive topics
- Train RME teachers to assess learners

Each RME teacher should receive the syllabus. The facilitator guides the participants through the syllabus by different activities, e.g. different groups will have a look at the topics in the syllabus. In plenary give feedback of the topic and find similarities. Learner Centered education, class layout and inclusion should be discussed.

Give groups sensitive topics. Groups discuss the “Do's and Don’ts” of various sensitive topics and provide feedback to plenary. Groups discuss and practice the assessment of learners.
### Slide 6
**Inclusive education**

We could compare learners to crayons:
- some are sharp, some are pretty,
- some are dull, some have weird names,
- and all are different colours....
- but
- they all fit very nicely in the same box.

Discuss how to include different learners with different abilities and from different religions.

### Slide 7
**Learner-centred education**

- Learner-centred classrooms are goal-based
- Learner-centred classroom layout
- Learners actively involved

Differentiate between learner-centred and teacher-centred education.
In groups draw different classroom layouts and present to the other participants.
Groups discuss the advantages and disadvantages of the different layouts.

### Slide 8
**Methodology**

**Group discussion on teaching methodology to be used in Life Skills**

Provide flipchart paper and markers to groups.
Groups discuss different teaching methodologies and give feedback to the other participants.

### Slide 9
**Groups brainstorm what the characteristics of an effective RME teacher should be.**

Give feedback to all the participants.
Note: Assign a different grade to each group, and the groups select activities for the topics dealt with in these Grade.

- Groups select topics for each trimester.
- Each group member completes a year planner for a specific grade.
- Each group member completes a scheme of work for a specific grade.

Brainstorm reasons why preparing a lesson in advance is important.

Have blank templates of the lesson preparation forms available for each participant.
Individuals select a sensitive topic and complete a lesson preparation form.
Group members evaluate each other’s lesson preparation form.
Discuss with all participants what is expected when completing the lesson preparation forms, and how to complete each section.

Facilitator:
Discuss the importance of a conclusion to a lesson.
To do a proper conclusion the RME teacher needs to manage his/her time effectively.
At least five minutes will be needed to do a conclusion.
The conclusion is a summary of the main points and topics, and could be a motivation for the learners to apply their knowledge.
Inform the teachers that the reflection
### Slide 13

#### Lesson preparation

**Administration**

- Administration File
- Preparation File
- RME Subject File
- RME Resource File

As with any other subject being taught, administrative work needs to be done to enable the teacher to teach effectively. A RME teacher needs the following files:

**Administration File:**

The administration file contains important subject information and other school-related information.

**Preparation File:**

The preparation file contains the written preparation done by a teacher, and includes all relevant information.

**RME Subject File:**

The subject file serves as a source of information for the teachers teaching RME, and is the property of the school.

**RME Resource File:**

Each RME teacher is responsible for compiling their own RME resource file and for its safe keeping. The resource file is the property of the school. These files need to be monitored by the management/HOD or subject head responsible for RME.

### Slide 14

#### ASSESSMENT OF LEARNERS

No tests and examinations will be conducted in RME. Assessment should be planned. End of term marks for RME must be obtained through continuous assessment of learners’ knowledge, skills and abilities.

Learners do not write tests or examinations for assessment marks. Continuous assessment needs to be done on learners’ knowledge, skills and abilities. Learners receive one assessment mark per term.

Each assessment mark must be for a different task. Three tasks appear on the continuous assessment form, namely:

- Written Task
- Creative Task
- Project
Ask if teachers have any questions concerning the subject. Discuss and find solutions to these questions. Tell teachers to take the subject seriously.

Give each participant a copy of the teacher’s pledge. Participants form a circle with a burning candle in the middle. Participants say the pledge together.

Every learner has the right to receive knowledge and skills on different religions and how to make choices in life through the subject RME.

Thank you for your commitment in teaching RME to learners.

Vote of thanks.