

Ministry of Education and Technical  
and Vocational Training

Curriculum and Instruction Division  
Humanities Section

Religious Studies High School Unit

**NATIONAL PACING GUIDE**

**RELIGIOUS STUDIES**

**JUNKANOO INTEGRATION**

JUNIOR HIGH SCHOOL

GRADES 7-9

Academic Year 2024-2025

**MINISTRY OF EDUCATION AND TECHNICAL AND VOCATIONAL TRAINING**  
**NATIONAL PACING GUIDE**  
**RELIGIOUS STUDIES JUNKANOO INTEGRATION**  
**GRADE 7**  
**TERM II – EASTER**

<b>WEEK</b>	<b>TOPIC</b>	<b>OBJECTIVES</b> At the end of the lesson, students will be able to:	<b>INTEGRATION STRATEGY</b>	<b>RESOURCES</b>
1 (2 periods)	<p style="text-align: center;"><b>THE MINISTRY OF JOHN THE BAPTIST</b></p> <p style="text-align: center;">The Preaching of John the Baptist Luke 3:1-20</p> <p><b>SUGGESTED THEMES:</b> Renewal, Transformation, Community, Unity, Celebration of Identity, Humility, Joy</p>	<ol style="list-style-type: none"> <li>1. Define the following terms: sacrament, baptism, forerunner, and repentance.</li> <li>2. State John the Baptist's clothing and diet.</li> <li>3. Discuss <b>TWO</b> reasons why John the Baptist might have lived in the wilderness.</li> <li>4. Outline the themes of John the Baptist's messages.</li> </ol>	<ul style="list-style-type: none"> <li>• Incorporate traditional Junkanoo music to set the tone. The rhythmic drumming can create an atmosphere of urgency and anticipation, mirroring John's powerful and urgent call to repentance.</li> <li>• Have an actor dressed as John the Baptist in a traditional Junkanoo outfit, perhaps adorned with elements symbolizing wilderness and simplicity.</li> <li>• As John delivers his message, the actor can move through the crowd, echoing the dynamic nature of his preaching. Use pauses and changes in rhythm to emphasize key points.</li> <li>• Integrate a call-and-response element with the class, using rhythmic clapping or drumming to engage participants. For example, when John calls for repentance, the audience can respond with a unified beat.</li> <li>• Compare the messages of John the Baptist to messages or themes that junkanoo groups use.</li> <li>• For a discussion starter: "Integrating John the Baptist's messages to junkanoo, can make our community better." Do you agree or disagree? Give reasons to support your answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Drums</li> <li>• tunic and junkanoo accents</li> <li>• electronic device and access to Microsoft Internet</li> </ul>

WEEK	TOPIC	OBJECTIVES At the end of the lesson, students will be able to:	INTEGRATION STRATEGY	RESOURCES
<p>2 (2 periods)</p>	<p><b>THE MINISTRY AND DEATH OF JOHN THE BAPTIST</b></p> <p>The Baptism of Jesus Luke 3:21-22</p> <p><b>SUGGESTED THEMES:</b> Spiritual Renewal, Celebrating Communities, Appreciating our Cultural Heritage and Faith</p>	<ol style="list-style-type: none"> <li>1. Describe <b>TWO</b> types of baptism.</li> <li>2. State <b>THREE</b> forms of baptism.</li> <li>3. Explain <b>THREE</b> reasons why Jesus was baptized.</li> <li>4. Describe the events that occurred during Jesus’ baptism.</li> <li>5. Outline John the Baptist’s ministry in preparing the hearts of the people for the coming Messiah.</li> <li>6. Discuss the significance of baptism in the Christian Church.</li> </ol>	<ul style="list-style-type: none"> <li>• Assign students roles and have them re-enact the baptism scene. Use Junkanoo music to underscore the event and build excitement.</li> <li>• Incorporate Junkanoo dance movements to depict the joy and reverence of the moment when the heavens open and the Holy Spirit descends.</li> <li>• Use a white dove (symbolic) to represent the Holy Spirit. Students can craft doves from paper and decorate them with Junkanoo colors and patterns.</li> <li>• Create a visual effect of the heavens opening using streamers or fabric to symbolize the divine moment.</li> <li>• Use Junkanoo-inspired costumes and props to represent the characters in the story, such as Jesus, John the Baptist, and the people being baptized. The vibrant costumes can help bring the story to life.</li> <li>• <b>For a discussion starter:</b> “Junkanoo causes us to appreciate our cultural heritage and faith.” Do you agree or disagree? Give reasons to support your answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Junkanoo music</li> <li>• White dove (white paper, glue, scissors, crepe paper, silver glitter etc.)</li> <li>• Junkanoo costumes</li> <li>• Streamers</li> <li>• fabric</li> </ul>
<p>3 (2 periods)</p>	<p><b>THE MINISTRY AND DEATH OF JOHN THE BAPTIST</b></p> <p>The Death of John the Baptist Mark 6:14-29</p> <p><b>SUGGESTED THEMES:</b> Conflict Resolution, Celebrating Resilience, Strengthening Cultural and Spiritual Identity</p>	<ol style="list-style-type: none"> <li>1. Define the following terms: adultery, execution, and beheaded.</li> <li>2. Outline the events that led to John the Baptist’s death.</li> <li>3. Discuss the effects adultery has on the family.</li> </ol>	<ul style="list-style-type: none"> <li>• Assign students to different roles and have them reenact the story. The teacher can guide the students through the narrative, using Junkanoo elements to bring the story to life.</li> <li>• Incorporate traditional Junkanoo dance and movements to depict the dramatic and emotional moments, such as the celebration at Herod’s feast and the tragic end of John the Baptist.</li> <li>• Using the story of the “Death of John the Baptist”, show how one can celebrate the resilience and strengthen spiritual identity.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Junkanoo music</li> </ul>

WEEK	TOPIC	OBJECTIVES At the end of the lesson, students will be able to:	INTEGRATION STRATEGY	RESOURCES
4 (2 periods)	<p style="text-align: center;"><b>JESUS' MINISTRY</b></p> <p style="text-align: center;">The Temptations of Jesus Luke 4:1-20</p> <p><b>SUGGESTED THEMES:</b> Overcoming Challenges, Faith and Spiritual Growth, Celebration and Reflection</p>	<ol style="list-style-type: none"> <li>1. Define the following terms: tempt and fasting.</li> <li>2. List the <b>THREE</b> temptations of Jesus and their responses.</li> <li>3. Explain the significance of Jesus' temptations.</li> <li>4. Discuss <b>THREE</b> ways one can resist temptations.</li> <li>5. Examine the importance of internalizing God's Word to combat temptations.</li> </ol>	<ul style="list-style-type: none"> <li>• Recreate the three temptations: <ul style="list-style-type: none"> <li>- <b>Stones to Bread:</b> Use props like stones and bread, and a Junkanoo dancer can represent the devil tempting Jesus.</li> <li>- <b>Kingdoms of the World:</b> Use visual aids like maps or images, with junkanoo music building the tension of the offer.</li> <li>- <b>Temple Pinnacle:</b> Use a raised platform to symbolize the Temple, with dancers emphasizing the danger and Jesus' refusal to test God.</li> </ul> </li> <li>• Facilitate discussions on how Jesus' responses to temptation can be applied to students' lives. Encourage students to reflect on their challenges and how they can overcome them with faith.</li> <li>• Have students create Junkanoo masks or costumes that represent the themes of the temptations and Jesus' resistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper to create stones</li> <li>• Bread</li> <li>• Map/Globe</li> <li>• Raised platform</li> <li>• Crepe papers</li> <li>• Markers</li> <li>• Glue</li> <li>• Glitter</li> <li>• Ribbons</li> <li>• beads</li> <li>• Junkanoo music</li> </ul>

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RELIGIOUS STUDIES - JUNKANOO INTEGRATION  
GRADE 8**

**TERM II - EASTER**

<b>WEEK</b>	<b>TOPIC/CONCEPT</b>	<b>OBJECTIVES</b> At the end of the lesson, students will be able to:	<b>INTEGRATION STRATEGY</b>	<b>RESOURCES</b>
1  (1 period)	<p style="text-align: center;"><b>THE LAST DAYS IN JERUSALEM</b></p> <p style="text-align: center;">The Plot and Judas Agrees to Betray Jesus</p> <p style="text-align: center;">Mark 14:1-2; Luke 22:1-2; 3-6</p> <p><b>SUGGESTED THEMES:</b> Community Trust, Betrayal and Trust, Sacrifice and Resilience, Consequences of One's Actions</p>	<ol style="list-style-type: none"> <li>1. Define the following terms: plot, Passover, and betray.</li> <li>2. Explain the significance of the Passover Festival.</li> <li>3. Suggest <b>TWO</b> reasons why the religious leaders wanted to kill Jesus.</li> <li>4. Explain why the religious leaders refused to kill Jesus during the Passover Festival.</li> <li>5. Outline the events that led to Jesus' betrayal.</li> </ol>	<ul style="list-style-type: none"> <li>• Create a Junkanoo theme banner for the story.</li> <li>• Role play scenes from the story. Divide the class into groups and assign roles (e.g., Judas Iscariot, Jesus, disciples, Pharisees, Roman guards). Each group will create a short skit depicting key moments of the betrayal plot. Use Junkanoo music to change various scenes.</li> <li>• Integrate Junkanoo elements by having students design masks for their biblical characters in the story.</li> <li>• <b>For a discussion starter:</b> "The Junkanoo festival is significant to Bahamians, just like the Passover festival is critical to Jewish people." Do you agree or disagree? Give reasons to support your answer.</li> <li>• Facilitate discussions on trust, resilience, and renewal, using the biblical story and Junkanoo.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Cardboards</li> <li>• Feathers</li> <li>• Beads</li> <li>• Glue</li> <li>• Glitter</li> <li>• Crepe papers</li> </ul>

WEEK	TOPIC/CONCEPT	OBJECTIVES At the end of the lesson, students will be able to:	INTEGRATION STRATEGY	RESOURCES
1-2 (2 periods)	<p align="center"><b>THE LAST DAYS IN JERUSALEM</b></p> <p align="center">The Anointing at Bethany Mark 14:3-9</p> <p><b>SUGGESTED THEMES:</b> Sacrifice, Honor and Celebration, Legacy and Remembrance</p>	<ol style="list-style-type: none"> <li>Define the following terms: anoint and Spikenard.</li> <li>Identify <b>TWO</b> facts about the woman who anointed Jesus' body and Simon the Leper.</li> <li>Describe how this woman anointed Jesus' body.</li> <li>Explain how Jesus defended this woman's action.</li> <li>Discuss the importance of legacy and remembrance in this story and Junkanoo.</li> </ol>	<ul style="list-style-type: none"> <li>Create an alabaster jar using Junkanoo elements.</li> <li>Retell the story of Jesus' Anointing at Bethany using Junkanoo beats with the drums, whistles, and cowbells.</li> <li>Explore how the festival serves to keep cultural traditions alive and honors the past, much like the woman's act is remembered in the Gospel.</li> <li>Reflect on the themes of sacrifice and generosity within Junkanoo. Encourage discussions about the value of contributing to the community and celebrating the efforts of those who give selflessly.</li> <li>Have students role-play the scene of the anointing at Bethany and discuss how acts of honor and generosity can be reflected in Junkanoo preparations and celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>Cardboard</li> <li>Glue</li> <li>Crepe paper</li> <li>Feathers</li> <li>Glue</li> <li>glitter</li> <li>Beads</li> <li>Drums</li> <li>Whistles</li> <li>cowbells</li> <li>Other Junkanoo tricks</li> </ul>
2 (1 period)	<p align="center"><b>THE LAST DAYS IN JERUSALEM</b></p> <p align="center">Preparation of the Last Supper Mark 14: 12-16; Luke 22: 7-13</p> <p><b>SUGGESTED THEMES:</b> Tradition and Preparation, Community and Fellowship</p>	<ol style="list-style-type: none"> <li>Explain the significance of the Passover Meal.</li> <li>Examine the importance of following instructions.</li> <li>Relate the instructions Jesus gave to His disciples to prepare the Passover Meal.</li> </ol>	<ul style="list-style-type: none"> <li>Compare how Jewish people prepare for the Passover Festival with how Bahamians prepare for the Junkanoo Festival. (<b>Passover Festival</b> - cleaning the house, preparing traditional foods like matzah, and setting the Seder table. <b>Junkanoo preparation</b> - creating costumes, practicing music, and organizing parades).</li> <li>Highlight the value of community and fellowship in both the Last Supper and Junkanoo. Discuss how preparing for and celebrating junkanoo can strengthen community bonds, much like the disciples shared a meal and their faith.</li> <li>Discuss the importance of preparation and honoring traditions in both events. Encourage students to reflect on how preparing for Junkanoo can be a way to honor their cultural heritage, similar to how the disciples prepared for the Last Supper.</li> </ul>	<ul style="list-style-type: none"> <li>Books, articles, or videos about Passover preparation</li> </ul>
3 (2 periods)	<p align="center"><b>THE LAST DAYS IN JERUSALEM</b></p> <p align="center">The Last Supper Mark 14: 17-31; Luke 22: 14-23</p>	<ol style="list-style-type: none"> <li>Define the term, 'Lord's Supper'.</li> <li>Give at least <b>FOUR</b> common names for the Last Supper.</li> <li>Summarize what happened during the Last Supper.</li> </ol>	<ul style="list-style-type: none"> <li>Create "Junkanoo-themed invitations" for the Last Supper, using vibrant colors, patterns, and symbols. Write a short paragraph inside the invitation explaining the importance of the Last Supper to the disciples and Christians today.</li> </ul>	<ul style="list-style-type: none"> <li>Good News Bible</li> <li>Content notes</li> <li>Junkanoo music</li> <li>Feathers</li> <li>Crepe papers</li> <li>Beads</li> </ul>

WEEK	TOPIC/CONCEPT	OBJECTIVES At the end of the lesson, students will be able to:	INTEGRATION STRATEGY	RESOURCES
	<p>The Last Supper cont'd</p> <p><b>SUGGESTED THEMES:</b> Celebration and Reflection, Community</p>	<p>4. Examine the importance of the Lord's Supper to Christians.</p>	<ul style="list-style-type: none"> <li>• Have students role-play scenes from the celebration of the Last Supper, and discuss how similar themes of community, and reflection can be found in Junkanoo.</li> <li>• Discuss how the themes from the Last Supper can be integrated into the values and practices of Junkanoo.</li> </ul>	<ul style="list-style-type: none"> <li>• Glue</li> <li>• glitter</li> </ul>
<p>4 (2 periods)</p>	<p><b>THE LAST DAYS IN JERUSALEM</b></p> <p>Jesus Prays in the Garden of Gethsemane Mark 14: 32-42; Luke 22: 39-46</p> <p><b>SUGGESTED THEMES:</b> Perseverance, Prayer and Challenging Times</p>	<ol style="list-style-type: none"> <li>1. Define the following terms: prayer and Gethsemane.</li> <li>2. Explain what Jesus meant by, 'cup of suffering'.</li> <li>3. Describe the events that took place while Jesus prayed in the Garden of Gethsemane.</li> <li>4. Discuss the importance of prayer during challenging times.</li> </ol>	<ul style="list-style-type: none"> <li>• Design "prayer lanterns" using cardboard, tissue paper, and Junkanoo materials like beads and feathers.</li> <li>• Students will write their prayers, imagining they are in a quiet place preparing for a challenge then decorate their written prayers with borders using Junkanoo materials.</li> <li>• Discuss the importance of finding strength and courage in the face of challenges, whether through prayer or cultural expression.</li> <li>• Explore how both the Garden of Gethsemane and Junkanoo highlight the importance of community support. What role does the community play in providing strength and comfort during challenging times?</li> <li>• Encourage participants to use Junkanoo as a time for reflection on their cultural and personal identity, comparing it to Jesus' reflective prayers in the garden. As students reflect, play soft junkanoo music in the background.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Junkanoo music</li> <li>• Beads</li> <li>• Feathers</li> <li>• Crepe papers</li> <li>• Construction paper</li> <li>• Glue</li> <li>• glitter</li> </ul>

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**GRADE 9**

**TERM II - EASTER**

WEEK	TOPIC	OBJECTIVES At the end of the lesson, students will be able to:	INTEGRATION STRATEGY	RESOURCES
1 (2 periods)	<b>PAUL’S MINISTRY</b>  Athens Acts 17:16-34  <b>SUGGESTED THEMES:</b> Cultural Dialogue, Search for Meaning, Celebration of Identity	<ol style="list-style-type: none"> <li>1. Define the following terms: idols and idolatry.</li> <li>2. Examine why Paul said that the Athenians were very superstitious or religious.</li> <li>3. Identify the philosophers whom Paul debated with and explain why they were at odds with Paul.</li> <li>4. Outline Paul’s speech on Mar’s Hill.</li> </ol>	<ul style="list-style-type: none"> <li>• Highlight the importance of cultural dialogue in both Paul’s ministry and Junkanoo. Discuss how celebrating Junkanoo can foster conversations about cultural heritage and identity, similar to how Paul used dialogue to share his beliefs.</li> <li>• Discuss how celebrating Junkanoo can foster conversations about cultural heritage and identity, similar to how Paul used dialogue to share his beliefs.</li> <li>• Explore how both Paul’s ministry and junkanoo address the human search for meaning. Discuss how cultural celebrations like Junkanoo can be opportunities to reflect on spiritual and personal significance.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Junkanoo music</li> </ul>
2 (2 periods)	<b>PAUL’S MINISTRY</b>  Corinth Acts 18:1-17  <b>SUGGESTED THEMES:</b> Resilience and Perseverance, Cultural Celebration	<ol style="list-style-type: none"> <li>1. Define the term, ‘doctrine’.</li> <li>2. Explain the purpose of Aquila and Priscilla’s visit to Corinth.</li> <li>3. Explain why Paul experienced resistance from the Jews.</li> <li>4. Describe Paul’s vision.</li> <li>5. Examine why Gallio dismissed Paul’s case.</li> </ol>	<ul style="list-style-type: none"> <li>• Explore how resilience and perseverance are central themes in both Paul’s ministry and Junkanoo. Encourage discussions on how cultural celebrations and faith can provide strength and hope in difficult times.</li> <li>• Discuss how both Paul’s ministry and Junkanoo emphasize the importance of identity, both cultural and spiritual. Highlight how celebrations like Junkanoo can be a way to express and strengthen cultural identity, just as Paul’s preaching helped people understand their spiritual identity.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Junkanoo music</li> </ul>



WEEK	TOPIC	OBJECTIVES At the end of the lesson, students will be able to:	INTEGRATION STRATEGY	RESOURCES
3 (3 periods)	<p align="center"><b>PAUL'S MINISTRY</b></p> <p align="center">Jerusalem Acts 21:1-40; 22: 1-29</p>	<ol style="list-style-type: none"> <li>1. State Agabus' prophecy concerning Paul's suffering in Jerusalem.</li> <li>2. Examine the rite of purification and its significance to Judaism.</li> <li>3. Explain how and why Paul was arrested.</li> <li>4. Outline at least <b>THREE</b> points from Paul's speech in Jerusalem.</li> </ol>	<ul style="list-style-type: none"> <li>• Explore how junkanoo, much like Paul's ministry, fosters community unity and support. Discuss the importance of coming together to celebrate shared values and heritage, and how this unity can strengthen the community.</li> <li>• Outline the theme of resilience in both Paul's ministry and Junkanoo. Discuss how faith and cultural celebrations can provide strength and hope in the face of adversity.</li> <li>• Discuss how the themes from Paul's experiences can be integrated into the values and practices of Junkanoo.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Junkanoo music</li> </ul>
4 (2 periods)	<p align="center"><b>Paul's Ministry</b></p> <p align="center">Revision and Unit Test B</p>	<ol style="list-style-type: none"> <li>1. Review the topics covered from Paul's Ministry in Athens to Jerusalem.</li> <li>2. Complete the unit test on Paul's Ministry B.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Junkanoo Quest Game:</b> For revision, place students in Junkanoo groups such as Saxons, Valley Boys, Roots, One Family, etc. Construct questions from Paul's Ministry in Athens, Corinth, and Jerusalem. Based on the scores from each group, the teacher will announce to them how it is done after the Junkanoo parade e.g. In the third position, with 100 points, (name of Junkanoo group).</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Junkanoo music</li> </ul>



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**RELIGIOUS STUDIES – JUNKANOO INTEGRATION**  
**GRADE 10**  
**TERM II – EASTER**

<b>WEEK</b>	<b>TOPIC/CONCEPT</b>	<b>OBJECTIVES</b> At the end of the lesson, students will be able to:	<b>INTEGRATION STRATEGY</b>	<b>RESOURCES</b>
1 (1 period)	<p><b>Jesus' Life: The Passion Narratives</b></p> <p>The Arrest of Jesus Matthew 26:47-56</p> <p><b>SUGGESTED THEMES:</b> Betrayal, Sacrifice, Redemption</p>	<ol style="list-style-type: none"> <li>1. Define the term, 'arrest'.</li> <li>2. Give an account of the arrest of Jesus in the Garden of Gethsemane.</li> <li>3. Examine Jesus' reaction to one of His disciples' violent action.</li> <li>4. Evaluate how peace can be found amid unrest.</li> </ol>	<ul style="list-style-type: none"> <li>• Discuss the effectiveness of law enforcement during Junkanoo parades and compare it to how Jesus was arrested.</li> <li>• Use the vibrant Junkanoo costumes to represent the crowd coming to arrest Jesus. The rhythmic drumming represents the increased tension and urgency of the moment.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Junkanoo costumes – cardboard, crepe papers, glue, bright coloured beads, feathers, glue, glitter, etc.</li> <li>• Drums</li> </ul>
1 (2 periods)	<p><b>Jesus' Life: The Passion Narratives</b></p> <p>Jesus Before the Sanhedrin Council Matthew 26:57-68</p> <p><b>SUGGESTED THEMES:</b> Truth, Justice and Redemption</p>	<ol style="list-style-type: none"> <li>1. Define the term, 'blasphemy'.</li> <li>2. Explain the role of the Sanhedrin Council.</li> <li>3. Describe Jesus' trial before the Sanhedrin Council.</li> <li>4. State the <b>TWO</b> accusations made against Jesus before the Sanhedrin Council.</li> <li>5. Discuss the penalty for charges brought against Jesus.</li> <li>6. Assess the role of the Bahamian judiciary system.</li> </ol>	<ul style="list-style-type: none"> <li>• Use Junkanoo costumes to represent the diverse groups present at the Trial of Jesus before the Sanhedrin Council (Pharisees, the High Priests, Elders, and Scribes). The brightness of the attire symbolizes the outward show of authority and power.</li> <li>• Use dance to convey the emotions of the scene. The dancers can express the bewilderment of the false witnesses, the authority of Caiaphas, and the composed strength of Jesus through powerful, symbolic movements.</li> <li>• Review the rules and roles of the people that govern Junkanoo (<b>Junkanoo Corporation New Providence</b>) and compare and contrast that information to the roles of the Sanhedrin Council in handling religious matters.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Junkanoo costumes – cardboard, crepe papers, glue, bright coloured beads, feathers, glue, glitter, etc.</li> <li>• Drums</li> </ul>

WEEK	TOPIC/CONCEPT	OBJECTIVES At the end of the lesson, students will be able to:	INTEGRATION STRATEGY	
<p>2 (1 period)</p>	<p><b>Jesus' Life: The Passion Narratives</b></p> <p>Peter's Denial Matthew 26:69-75</p> <p><b>SUGGESTED THEMES:</b> Regrets, Hope of Forgiveness</p>	<ol style="list-style-type: none"> <li>1. Define the term, 'deny'.</li> <li>2. Give an account of Peter's denial.</li> <li>3. Examine <b>TWO</b> reasons why Peter may have denied knowing Jesus.</li> <li>4. Discuss why Peter wept bitterly.</li> </ol>	<ul style="list-style-type: none"> <li>• Use the vibrant costumes and masks of Junkanoo to depict the diverse crowd around Peter. The bustling, colorful atmosphere can represent the confusion and pressure Peter felt in the courtyard.</li> <li>• Incorporate symbolic imagery, such as the rooster's crow as a dramatic sound effect, perhaps represented by a Junkanoo costume or prop. The transition from the jubilant beats to a quieter, more reflective moment can highlight Peter's realization and remorse.</li> <li>• Create a music jingle incorporating (Junkanoo Rhythm) addressing the effects of telling lies.</li> </ul>	<ul style="list-style-type: none"> <li>• Junkanoo costumes - cardboard, crepe papers, glue, bright coloured beads, feathers</li> <li>• Masks</li> <li>• Picture of a rooster</li> </ul>
<p>2 (1 period)</p>	<p><b>Jesus' Life: The Passion Narratives</b></p> <p>Jesus is Tried Before Pilate Matthew 27:1-2; 11-14</p> <p><b>SUGGESTED THEMES:</b> Justice, Truth, and Resilience of Faith</p>	<ol style="list-style-type: none"> <li>1. State <b>TWO</b> facts about Pilate.</li> <li>2. Suggest <b>TWO</b> reasons why Jesus was sent to Pilate.</li> <li>3. Outline the events which took place during Jesus' trial before Pilate.</li> <li>4. Evaluate Jesus' willingness to sacrifice His life for humanity.</li> </ol>	<ul style="list-style-type: none"> <li>• The rhythmic drumming and music of Junkanoo can illustrate the tension and anticipation in the air during the trial of Jesus. The beats can grow in intensity, mirroring the rising tension of the trial, with an underlying rhythm that signifies Jesus' calm and composed demeanor.</li> <li>• Allow students to dance depicting the movements and emotions of the characters involved in the story. The energetic and expressive dance styles of Junkanoo can contrast with the stillness and silence of Jesus, highlighting His unique presence amidst the chaos.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Junkanoo music</li> <li>• Drums</li> <li>• Laptop</li> <li>• LCD projector</li> </ul>

WEEK	TOPIC/CONCEPT	OBJECTIVES At the end of the lesson, students will be able to:	INTEGRATION STRATEGY	RESOURCES
<p style="text-align: center;"><b>2</b> (2 periods)</p>	<p style="text-align: center;"><b>Jesus’ Life: The Passion Narratives</b></p> <p style="text-align: center;">The Death of Judas Iscariot Matthew 27:3-10</p> <p style="text-align: center;"><b>SUGGESTED THEMES:</b> Guilt, Redemption, and Consequences</p>	<ol style="list-style-type: none"> <li>1. Explain the following terms: blood money and suicide.</li> <li>2. State <b>THREE</b> reasons why people might commit suicide.</li> <li>3. Discuss the reason why Judas Iscariot decided to return the money to the religious leaders.</li> <li>4. Describe the events that led to the death of Judas Iscariot.</li> <li>5. Argue whether a human being has the right to end his or her life.</li> </ol>	<ul style="list-style-type: none"> <li>• Use Junkanoo costumes and masks to portray the different characters in the story, the chief priests, elders, and Judas Iscariot. The visual splendor of Junkanoo can contrast sharply with the inner turmoil Judas Iscariot experienced.</li> <li>• Junkanoo’s infectious drumming and rhythmic patterns can reflect the rising tension and inner conflict within Judas Iscariot. The music can start with a celebratory tone, gradually shifting to a more somber and reflective beat as Judas Iscariot’s remorse deepens.</li> <li>• Incorporate symbolic elements such as the thirty pieces of silver in the Junkanoo parade. The dancers could drop silver coins as part of their performance, symbolizing Judas Iscariot’s return of the money and his realization of his betrayal.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Costumes – feathers, crepe papers, beads, cardboard, glue, glitter, etc.</li> <li>• Masks</li> <li>• Junkanoo music</li> <li>• Drums</li> <li>• 30 pieces of silver coins</li> <li>• Laptop</li> <li>• LCD projector</li> </ul>
<p style="text-align: center;"><b>3</b> (1 period)</p>	<p style="text-align: center;"><b>Jesus’ Life: The Passion Narratives</b></p> <p style="text-align: center;">Jesus is Sentenced to Death/Jesus is Mocked Matthew 27:15-26; 27-31</p> <p style="text-align: center;"><b>SUGGESTED THEMES:</b> Sacrifice, Redemption, Resilience</p>	<ol style="list-style-type: none"> <li>1. Identify <b>TWO</b> facts about Barabbas.</li> <li>2. Examine whether Pilate should have listened to his wife’s dream.</li> <li>3. Discuss why Pilate washed his hands when he handed Jesus to be crucified.</li> <li>4. Describe how the soldiers treated Jesus in Pilate’s court.</li> </ol>	<ul style="list-style-type: none"> <li>• Use the Junkanoo costumes to represent the different characters in the story: Pilate, the soldiers, and the crowd demanding Jesus’ crucifixion. The vibrant colors and elaborate designs can contrast with the dark themes of betrayal and injustice.</li> <li>• Choreograph the dance movements to depict the various stages of the trial and mocking. The dancers can perform expressive and dynamic movements to capture the emotions of the crowd, the authority of Pilate, and the suffering of Jesus.</li> <li>• Incorporate symbolic elements like the crown of thorns and the robe in the Junkanoo parade. These symbols can be integrated into the costumes and props, adding layers of meaning to the performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Costumes – feathers, crepe papers, beads, cardboard etc.</li> <li>• Junkanoo music</li> <li>• Drums</li> <li>• Crown of thorns</li> <li>• Robe</li> <li>• Laptop</li> <li>• LCD projector</li> </ul>

WEEK	TOPIC/CONCEPT	OBJECTIVES At the end of the lesson, students will be able to:	INTEGRATION STRATEGY	RESOURCES
<p style="text-align: center;"><b>3</b> (2 periods)</p>	<p><b>Jesus' Life: The Passion Narratives</b></p> <p>The Crucifixion of Jesus Matthew 27:32-44</p> <p><b>SUGGESTED THEMES:</b> Endurance, Suffering, Sacrifice, Redemption, and Divine Love</p>	<ol style="list-style-type: none"> <li>1. Define the following terms: crucifixion, Golgotha, and capital punishment.</li> <li>2. Identify <b>THREE</b> types of capital punishment.</li> <li>3. Explain the significance of Jesus' crucifixion.</li> <li>4. Describe the events that took place during Jesus' crucifixion.</li> <li>5. Examine the pros and cons of capital punishment.</li> </ol>	<ul style="list-style-type: none"> <li>• Reflect on the journey Jesus took carrying His cross, emphasizing the themes of endurance, suffering, and the ultimate purpose behind His pain. Compare Jesus' endurance of the cross to the costumes junkanooers carry during the parade.</li> <li>• Use the elaborate and colorful Junkanoo costumes to represent the diverse characters present at the crucifixion: the Roman soldiers, the mocking crowd, and the sorrowful onlookers. The vibrant costumes can symbolize the nature of humanity's reaction to Jesus' sacrifice.</li> <li>• The powerful drumming and vibrant rhythms of Junkanoo music can underscore the crucifixion's dramatic tension and emotional weight. The rhythm can start solemn and intense, building to reflect the agony and ultimate sacrifice of Jesus.</li> <li>• Incorporate symbolic elements such as the cross, nails, and the crown of thorns into the Junkanoo parade. These symbols can be integrated into the costumes and props, adding layers of meaning to the performance. The stark contrast between the celebratory attire and these somber symbols can emphasize the profound nature of Jesus' sacrifice.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Costumes – feathers, crepe papers, beads, cardboard, glitter, glue etc.</li> <li>• Junkanoo music</li> <li>• Drums</li> <li>• Cross</li> <li>• Nails</li> <li>• Crown of thorns</li> <li>• Laptop</li> <li>• LCD projector</li> </ul>

WEEK	TOPIC/CONCEPT	OBJECTIVES At the end of the lesson, students will be able to:	INTEGRATION STRATEGY	RESOURCES
<p style="text-align: center;"><b>4</b> (2 periods)</p>	<p style="text-align: center;"><b>Jesus' Life: The Passion Narratives</b></p> <p style="text-align: center;">The Death of Jesus Matthew 27:45-56</p> <p><b>SUGGESTED THEMES:</b> Sacrifice, Redemption, Faith, Endurance, The Power of Forgiveness, The Consequences of Sin</p>	<ol style="list-style-type: none"> <li>1. Define the term, 'atonement'.</li> <li>2. Describe the unusual events that occurred during Jesus' death.</li> <li>3. Explain what Jesus meant when He said, "It is finished."</li> <li>4. Examine Christian beliefs on life after death.</li> </ol>	<ul style="list-style-type: none"> <li>• Use Junkanoo music with a solemn, slow beat, gradually building in intensity as the scene of Jesus' death progresses, reflecting the dramatic supernatural events.</li> <li>• Incorporate symbolic elements such as the cross, the darkness, and the tearing of the Temple's curtain into the Junkanoo performance.</li> <li>• Utilize strong, rhythmic drumming to symbolize endurance and resilience, and vibrant dance to represent unwavering faith.</li> <li>• Use expressive dance movements and vibrant music to convey the theme of divine love, contrasting the joyful celebration with Jesus' compassionate act.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Junkanoo music</li> <li>• Drums</li> <li>• Cross</li> <li>• Nails</li> <li>• Sheer cloth</li> <li>• Crown of thorns</li> <li>• Laptop</li> <li>• LCD projector</li> </ul>
<p style="text-align: center;"><b>4</b> (1 period)</p>	<p style="text-align: center;"><b>Jesus' Life: The Passion Narratives</b></p> <p style="text-align: center;">The Burial of Jesus Matthew 27:57-66</p> <p><b>SUGGESTED THEMES:</b> Reverence, Sacrifice and Reflection, Sacrifice, Hope and Anticipation</p>	<ol style="list-style-type: none"> <li>1. Outline at least <b>THREE</b> facts about Joseph of Arimathea.</li> <li>2. Explain why Jesus was not given a proper burial.</li> <li>3. Describe how Jesus' body was prepared for burial.</li> <li>4. Discuss the assurance of dying.</li> </ol>	<ul style="list-style-type: none"> <li>• Use Junkanoo costumes and props to illustrate the preparation process for Jesus' burial. Students will dance using careful dance movements to depict the care taken in preparing Jesus' body for burial.</li> <li>• Conduct a mini-parade where students act out the guarding of the tomb. Use drum beats to symbolize the vigilance and authority of the guards.</li> <li>• Gradually transition from solemn rhythms to more hopeful and uplifting Junkanoo music and dance. Use symbolic props like electric lanterns or electric candles to represent the light of hope.</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• LCD projector</li> <li>• Drums</li> <li>• Junkanoo music</li> <li>• Electric lanterns or electric candles</li> <li>• Junkanoo costumes and props</li> </ul>

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**TERM II - EASTER**

<b>WEEK</b>	<b>TOPIC/CONCEPT</b>	<b>OBJECTIVES</b> At the end of the lesson, students will be able to:	<b>INTEGRATION STRATEGY</b>	<b>RESOURCES</b>
<b>1</b> (3 periods)	<b>Outcasts</b>  Jesus Heals a Leper Luke 5:12-16  Jesus and Zacchaeus Luke 19:1-10  <b>SUGGESTED THEMES:</b> Hope, Compassion, Overcoming Social Barriers and Social Reconciliation	<ol style="list-style-type: none"> <li>1. Define the following terms: outcast, leper, and discrimination.</li> <li>2. List <b>FOUR</b> symptoms of leprosy.</li> <li>3. Identify <b>THREE</b> persons who are considered to be outcasts in the Bahamian society.</li> <li>4. Describe Jesus' encounter with the leper.</li> <li>5. Discuss the importance of treating everyone fairly.</li> <li>6. State <b>THREE</b> facts about Zacchaeus.</li> <li>7. Explain why tax collectors were considered outcasts.</li> <li>8. Describe Zacchaeus' encounter with Jesus.</li> <li>9. Evaluate Zacchaeus' moral conscience.</li> <li>10. Discuss how Christians should treat those who are considered to be outcasts.</li> </ol>	<ul style="list-style-type: none"> <li>• Design small Junkanoo-style masks or banners symbolizing themes like healing, hope, or compassion.</li> <li>• Create scenes where the leper is initially isolated and later, joyously welcomed back into the community with music and dance.</li> <li>• Highlight how Jesus chose to stay at Zacchaeus' house, demonstrating that everyone is worthy of love and acceptance. Discuss the importance of inclusivity and breaking down social barriers.</li> <li>• Organize a mini-junkanoo parade through dynamic dance and rhythmic beats. The parade should depict the moment of acceptance and inclusion, reflecting the festive nature of Junkanoo and the breaking of social norms.</li> <li>• Represent Zacchaeus' journey of seeking and finding Jesus through the vibrant and energetic dance movements, capturing the excitement and joy of the encounter.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Junkanoo music</li> <li>• Costumes – feathers, crepe papers, beads, cardboard, glue, glitter, etc.</li> <li>• Drums</li> <li>• Laptop</li> <li>• LCD projector</li> </ul>



WEEK	TOPIC/CONCEPT	OBJECTIVES At the end of the lesson, students will be able to:	INTEGRATION STRATEGY	RESOURCES
2 (2 periods)	<p style="text-align: center;"><b>Women</b></p> <p style="text-align: center;">The Anointing at Bethany Matthew 26:6-13</p> <p style="text-align: center;">The Woman with an Issue of Blood Luke 8:42-48</p> <p style="text-align: center;"><b>SUGGESTED THEMES:</b> Generosity, Honour, Value and Sacrifice, Social Norms and Acceptance</p>	<ol style="list-style-type: none"> <li>1. Give an account of the Anointing at Bethany and the Woman with an Issue of Blood.</li> <li>2. Discuss the pivotal role women played in Jesus' ministry.</li> <li>3. Evaluate the significant contributions made by women in Bahamian history and their roles in shaping the nation's social, political, and economic landscape.</li> </ol>	<ul style="list-style-type: none"> <li>• Have students design a small Junkanoo-inspired mask or headdress. Ask them to incorporate symbols or designs that represent the themes of generosity, honor, or sacrifice.</li> <li>• Create costumes that celebrate influential women in Bahamian history, culture, and society. Include Junkanoo symbols and colors that represent their contributions and achievements.</li> <li>• Incorporate elements like drumming and parading to represent the value and celebration of sacrifice. Use props and costumes that reflect richness and abundance, symbolizing the costly perfume.</li> <li>• Use the inclusive nature of Junkanoo, where everyone participates regardless of their background, to illustrate the breaking of social norms and Jesus' acceptance. Create a scene where everyone comes together in celebration.</li> <li>• Discuss how Junkanoo reflects overcoming struggles and celebrating life, much like the woman's journey to healing.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Desk/laptop with Internet access for research</li> <li>• Junkanoo music</li> <li>• Costumes – feathers, crepe papers, beads, cardboard, glitter, glue, etc.</li> <li>• Drums</li> <li>• Laptop</li> <li>• LCD projector</li> </ul>

WEEK	TOPIC/CONCEPT	OBJECTIVES At the end of the lesson, students will be able to:	INTEGRATION STRATEGY	RESOURCES
<p><b>2-3</b> (2 periods)</p>	<p><b>The Organization of the Church</b></p> <p>The First Jewish Christians Acts 6:1-7</p> <p><b>SUGGESTED THEMES:</b> Community, Unity, Service and Compassion</p>	<ol style="list-style-type: none"> <li>1. Explain the following terms: deacons and laying on of hands.</li> <li>2. Outline the problem the Greek-speaking Jewish (Hellenist) widows were experiencing in the Early Church.</li> <li>3. Explain how the apostles were able to solve the problem the Greek-speaking Jewish widows were experiencing.</li> <li>4. List the names of <b>FOUR</b> of the Seven Helpers.</li> <li>5. Discuss the importance of designating Church roles among members.</li> <li>6. Evaluate the significance of “laying on of hands” in the Christian Church.</li> </ol>	<ul style="list-style-type: none"> <li>• Use Junkanoo music and dance as a form of worship and celebration of unity and service. Organize a performance where the rhythms of Junkanoo are used to tell the story of Acts 6:1-7, with dancers representing the different groups within the Early Church coming together in harmony.</li> <li>• Have students create Junkanoo-inspired art that represents themes from the lesson, such as unity, service, and compassion. Display these artworks in a gallery-style setting to create a visual narrative of the Early Church’s story.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Junkanoo music</li> <li>• Junkanoo costumes – feathers, crepe papers, beads, cardboard, glue, glitter, etc.</li> <li>• Laptop</li> <li>• LCD projector</li> </ul>
<p><b>3</b> (2 periods)</p>	<p><b>Community Life</b></p> <p>Life Among the Believers Acts 2:42-47; 4:32-37</p> <p>Ananias and Sapphira Acts 5:1-11</p> <p><b>SUGGESTED THEMES:</b> Community and Fellowship, Generosity and Sharing, Integrity and Honesty, Accountability and Consequences</p>	<ol style="list-style-type: none"> <li>1. Define the term, ‘unity’.</li> <li>2. Discuss the importance of having unity in the Church and other organizations.</li> <li>3. Compare the way the Early Christians lived to that of Christians today.</li> <li>4. Assess the work of the Church in the Bahamian communities.</li> </ol>	<ul style="list-style-type: none"> <li>• Integrate rhythmic drumming and call-and-response chants to symbolize the believers’ devotion to prayer and teaching. Create a scene of collective worship and learning, enhanced by the dynamic energy of Junkanoo.</li> <li>• Incorporate symbolic elements such as masks and costumes to represent different aspects of life among the Early Christians or believers.</li> <li>• Create a dramatic representation of the story of Ananias and Sapphira, using music and movement to emphasize the consequences of dishonesty.</li> <li>• Use choreography to depict the sequence of events, emphasizing the themes of accountability and consequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Junkanoo music</li> <li>• Drums</li> <li>• Masks</li> <li>• Junkanoo costumes – feathers, crepe papers, beads, cardboard, glue, glitter, etc.</li> <li>• Laptop</li> <li>• LCD projector</li> </ul>

WEEK	TOPIC/CONCEPT	OBJECTIVES At the end of the lesson, students will be able to:	INTEGRATION STRATEGY	RESOURCES
<p style="text-align: center;"><b>4</b> (3 periods)</p>	<p style="text-align: center;"><b>Christian Persecution</b></p> <p style="text-align: center;">Coming Persecutions Matthew 10:16-39</p> <p style="text-align: center;">Stephen's Arrest and Death Acts 6:8-15; 5:55-60</p> <p><b>SUGGESTED THEMES:</b> Courage and Faith in Adversity, Wisdom and Innocence, Loyalty to Christ, Legacy Left Behind and Standing up for One's Belief</p>	<ol style="list-style-type: none"> <li>1. Define the term, 'persecution'.</li> <li>2. Outline <b>FOUR</b> persecutions Jesus warned His disciples against.</li> <li>3. Describe the events that led to Stephen's Arrest and Death.</li> <li>4. Discuss <b>THREE</b> ways Christians are persecuted today.</li> </ol>	<ul style="list-style-type: none"> <li>• Use the rhythmic drumming and bold movements of Junkanoo to symbolize the strength and resilience needed to endure persecution. Create scenes where the disciples are depicted standing firm in their faith amidst challenges, with vibrant costumes and dynamic music illustrating their courage.</li> <li>• Use the celebratory nature of Junkanoo to depict the unity and support among believers. Create scenes where the dancers represent the strength of community and the joy of remaining steadfast in faith despite opposition.</li> <li>• Incorporate elements like lights and uplifting music to symbolize the divine vision and comfort. Create a serene and awe-inspiring scene where Stephen's vision is depicted, using dance and visual effects to convey the heavenly assurance.</li> <li>• Discuss themes like courage, standing up for one's beliefs, and the legacy left behind. Relate these themes to the perseverance shown in Junkanoo celebrations, despite challenges over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Junkanoo music</li> <li>• Laptop</li> <li>• LCD projector</li> </ul>

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<b>WEEK</b>	<b>TOPIC/CONCEPT</b>	<b>OBJECTIVES</b> At the end of the lesson, students will be able to:	<b>INTEGRATION STRATEGY</b>	<b>RESOURCES</b>
<p style="text-align: center;"><b>1-3</b> (8 periods)</p>	<p style="text-align: center;"><b>Problems Facing the World</b></p> <p style="text-align: center;">Stewardship</p> <p style="text-align: center;">Ecology and the Environment</p> <p style="text-align: center;">Stewardship - Genesis 1:26-31</p> <p style="text-align: center;">The Glory of Creation – Psalm 19:1-10</p> <p style="text-align: center;"><b>SUGGESTED THEMES:</b> Responsibility and Care for Creation, Dominion with Compassion</p>	<ol style="list-style-type: none"> <li>1. Define the following terms: stewardship, mutual respect, pollution, conservation, and deforestation.</li> <li>2. Explain the different types of stewardship.</li> <li>3. Explain what is meant by, “We are the stewards of the earth.”</li> <li>4. Outline the instructions God gave man after He created the world.</li> <li>5. Discuss biblical teachings on being good stewards of the earth.</li> <li>6. Describe the glory of God’s creation according to Psalm 19.</li> <li>7. Differentiate renewable and non-renewable resources.</li> <li>8. Describe <b>THREE</b> types of pollution.</li> <li>9. Discuss <b>TWO</b> ways we can conserve our natural resources.</li> </ol>	<ul style="list-style-type: none"> <li>• Use vibrant Junkanoo costumes and symbols of nature (animals, plants, and water) in the performances to represent the diversity and beauty of creation. Create scenes where participants engage in acts of caring for the environment, such as planting trees or cleaning up, set to the rhythmic drumming and lively dance of Junkanoo.</li> <li>• Use colorful costumes to represent different elements of creation, such as the sun, moon, stars, and mountains. Create a visually stunning display with dance and music that celebrates the beauty and majesty of the natural world.</li> <li>• Use recycled materials for costumes and props to highlight sustainability. Organize a Junkanoo parade that showcases creative reuse and recycling, with participants embodying different environmental themes.</li> <li>• Organize a community Junkanoo event where participants engage in environmental activities such as tree planting, beach clean-ups, or awareness campaigns. Use the music and dance of Junkanoo to inspire community action.</li> </ul>	<ul style="list-style-type: none"> <li>• Crepe papers</li> <li>• Cardboard papers</li> <li>• Feathers</li> <li>• Bottled water</li> <li>• Plants</li> <li>• Recycled materials</li> <li>• Junkanoo music</li> <li>• Laptop</li> <li>• LCD projector</li> </ul>

WEEK	TOPIC/CONCEPT	OBJECTIVES At the end of the lesson, students will be able to:	ASSESSMENT	RESOURCES
<p style="text-align: center;"><b>3-4</b> (4 periods)</p>	<p style="text-align: center;"><b>Problems Facing the World</b></p> <p style="text-align: center;">Poverty: Hunger and Disease</p> <p style="text-align: center;">Distribution of Food and Resources</p> <p style="text-align: center;"><b>SUGGESTED THEMES:</b> Overcoming Adversity through Resilience, Hope and Recovery</p>	<ol style="list-style-type: none"> <li>1. Define the term, 'poverty'.</li> <li>2. List <b>THREE</b> human basic needs.</li> <li>3. Explain <b>THREE</b> causes of world poverty.</li> <li>4. Discuss biblical teachings on how we should treat those who suffer from hunger and disease.</li> <li>5. Assess the work of a Christian organization that helps to alleviate poverty.</li> </ol>	<ul style="list-style-type: none"> <li>• Use the powerful visual and auditory elements of Junkanoo to draw attention to issues of hunger and diseases. Organize a Junkanoo parade that incorporates banners and signs with educational messages.</li> <li>• Incorporate spoken word performances or skits that highlight real-life stories of individuals impacted by poverty and hunger.</li> <li>• Discuss the importance of fair and equitable distribution of food and resources. Create scenes where participants symbolically distribute food and resources, emphasizing fairness and justice, all accompanied by the rhythmic energy of Junkanoo music and dance.</li> <li>• Discuss how caring for the environment can lead to better food security. Incorporate environmental symbols in the Junkanoo costumes and props, such as trees, water, and animals. Use the performance to highlight sustainable practices and the importance of protecting the environment to ensure that resources are distributed equally.</li> <li>• Visit a Christian organization that helps to alleviate poverty (The Salvation Army, Hands for Hunger etc.). Use the joyful and generous spirit of Junkanoo to symbolize acts of compassion and charity. Create scenes where participants engage in symbolic acts of giving and support, with vibrant music and dance enhancing the message of generosity.</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Content notes</li> <li>• Junkanoo music</li> <li>• Poster boards</li> <li>• Cardboards</li> <li>• Crepe paper</li> <li>• Glue</li> <li>• Beads</li> <li>• Feathers</li> <li>• Markers</li> <li>• Laptop</li> <li>• LCD projector</li> </ul>