

**PRIMARY RELIGIOUS & MORAL
EDUCATION SYLLABUS**

CLASS FOUR

MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

BARBADOS

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RATIONALE

In as much as Barbados is a Christian society, our students need to be made aware of and be exposed to the life and teachings of Jesus Christ, and to understand His paramountcy.

By obtaining such exposure, our students will be able to grow spiritually, morally and socially as they become secure in a relationship with a Supreme Being.

There is the existence of other religious groups in the island and so acknowledgement is made of the need to learn about the basic tenets of such religions.

Attitudes and /or moral values are established through many avenues. The school takes priority in this area and equally so do the home and places of worship. Qualities that are held to be of value in the classroom, the use 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 that describe unselfish or heroic behaviours 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 of 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 the 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 that stress:

- ❑ Child-centred approach to teaching and learning
- ❑ the development of critical thinking and 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

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 pupils 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

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 ■ indicates which class the topic/skill/concept should be introduced. The (√) 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 facilitate 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 also 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 types of communities people help to create.

KEY TO ABBREVIATIONS USED

The following abbreviations are used to indicate the various subject areas where integration is possible

SUBJECT	Abbreviation	SUBJECT	Abbreviation
Business Studies	BS	Drama	D
Foreign Languages	FL	Geography	G
Health and Family Life	HFLE	History	HI
Home Economics	HE	Industrial Arts	IA
Information Technology	IT	Language Arts	LA
Mathematics	M	Music	MU
Physical Education	PE	Religious and Moral Education	RE
Science	SC	Social/Emotional Learning	SEL
Social Studies	SS	Visual Arts	VA

ATTAINMENT TARGETS

INTRODUCTION

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

This syllabus exposes them 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 4

The Attainment Targets reinforce the targets at Classes 1, 2 and 3. The activities emphasise attributes such as honesty, truth and law and order. A variety of text and resource persons will be used.

The pupils should be able to:

- ❑ describe the characteristics of a caring family;
- ❑ identify ways and means of solving problems within the family;
- ❑ appreciate and discuss Bible stories which relate to generosity;
- ❑ list ways to show respect for people, law and order;
- ❑ identify obstacles in life that deal with tolerance and deferred gratification;
- ❑ demonstrate situations that require honesty;
- ❑ dramatise acts of loyalty;
- ❑ recognise the value of tolerance through daily activities;
- ❑ understand the importance of speaking the truth as it relates to trust.

SCOPE AND SEQUENCE

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

		CLASSES			
		1	2	3	4
1.0	THE FAMILY				
1.1	Define the term ‘family’ and explain the roles of the family members.	■	√	√	√
1.2	Name the members of the Holy family.	■	√	√	√
1.3	Recognise God as the father of all mankind.	■	√	√	√
1.4	To understand the proper roles and responsibilities of all members of the family.	■	√	√	√
2.0	GOD’S WONDERFUL GIFTS IN CREATION		√	√	√
2.1	List God’s gifts in creation e.g. families, friends, plants and animals;	■	√	√	√
2.2	Be able to engage in self-reflection and modify behaviours accordingly.	■	√	√	√
2.3	Give examples of how an appreciation can be shown for the environment – the trees, birds, animals	■	√	√	√
3.0	THE CHRISTMAS STORY		√	√	√
3.1	Retell the Christmas story.	■	√	√	√
3.2	Explain why Christmas is an important holiday	■	√	√	√
3.3	Explain why self-confidence, self-worth and pride can increase faith in God and trust in others.	■	√	√	√

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

		CLASSES			
		1	2	3	4
4.0	HONESTY				
4.1	Explain what is meant by honesty.	■	√	√	√
4.2	Give examples of how honesty can be demonstrated.	■	√	√	√
4.3	Develop positive attitude for all types of honest work.	■	√	√	√
5.0	GENEROSITY		√	√	√
5.1	Define the term “generosity”	■	√	√	√
5.2	Identify organisations that show generosity.	■	√	√	√
5.3	Identify ways how one can be generous in and out of school.	■	√	√	√
5.4	Be able to negotiate disputes and keep conflict under control.	■	√	√	√
6.0	DIGNITY OF WORK		√	√	√
6.1	Define the term dignity of work.	■	√	√	√
6.2	List different types of occupations.	■	√	√	√
6.3	Give examples of people from the Bible who did noble work for Jesus	■	√	√	√
6.4	Learn to cooperate with others.	■	√	√	√
6.5	Develop the right attitude towards work.	■	√	√	√
7.0	PATIENCE		√	√	√
7.1	Give examples of ways how patience can be shown.	■	√	√	√
7.2	Use role-play to understand the feelings, points of view and intention of others.	■	√	√	√
7.3	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				
8.1	Retell the Easter Story and the ascension story.	■	√	√	√
8.2	List activities that are peculiar to these special events.	■	√	√	√
8.3	Appreciate school life and the events and activities that take place in the school.	■	√	√	√
8.4	State why Easter is the most important Christian holiday.	■	√	√	√
9.0	LOYALTY		√	√	√
9.1	Define "loyalty" and identify acts of loyalty to God, parents, guardians and friends.	■	√	√	√
9.2	Tell a Bible story which brings out loyalty among friends.	■	√	√	√
9.3	Understand when to reinforce situations and when to walk away from situations.	■	√	√	√
10.0	WHITSUNTIDE/PENTECOST		√	√	√
10.1	Define Pentecost and list those who were first involved in the event.	■	√	√	√
10.2	Outline the promise and its fulfillment.	■	√	√	√
10.3	Relate the change that took place in the disciples after they experienced Pentecost.	■	√	√	√
10.4	Develop a sense of helping rather than neglecting and become aware of the changes, feelings and experiences of others.	■	√	√	√

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

		CLASSES			
		1	2	3	4
11.0	LOVE				
11.1	Comprehend the meaning of the word love.	■	√	√	√
11.2	Identify God’s love for the world and mankind.	■	√	√	√
11.3	Tell of ways to demonstrate love for God, fellowman, school and community.	■	√	√	√
12.0	RESPECT		√	√	√
12.1	Explain what is meant by respect	■	√	√	√
12.2	Name some great leaders who have gained respect.	■	√	√	√
12.3	Give examples of people from the Bible who have gained respect.	■	√	√	√
12.4	Identify ways in which one can show respect for people, law and order and property.	■	√	√	√
13.0	PRIDE		√	√	√
13.1	Explain what is meant by “pride”	■	√	√	√
13.2	Give examples of how pride can be demonstrated.	■	√	√	√
13.3	Identify memory passage which promote pride	■	√	√	√
13.4	Recognise the importance of pride through daily activities.	■	√	√	√

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. explain what constitutes a Christian family; 2. state the advantages of communication within the family; 3. identify ways and means of solving problems within the family; 4. list the responsibilities of the family. 	<p>Role playing. HFLE/SEL</p> <p>Discussions (visiting, Lectures).HFLE/SEL</p> <p>Telling Bible stories. LA</p>	<p>Oral exercises</p> <p>Written exercises</p> <p>Portfolio</p> <p>Writing composition</p>	<p>The Bible</p> <p>Acts 4: 31-37</p> <p>Matthew 6: 5-15</p> <p>Acts 2</p> <p>Children poems</p> <p>Videos</p> <p>Tapes & cassettes</p> <p>John 19: 25-27</p> <p>Mark 10: 13-16</p> <p>Genesis 45</p> <p>Genesis 1 & 2</p> <p>Genesis 37-45</p> <p>Matthew 6: 26-29</p> <p>Pictures of families around the world</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
God's Wonderful Gifts In Creation	Students should be able to: 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.	Story telling, LA illustrations, film strips	Display pictures of animals, plants, fruits and ask students questions to point out aspects of God's love and care for us.	The Bible Matthew 6: 24-34 AVA Matthew 13: 1-9 School's environment

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 other lands; 2. explain what is meant by the real meaning of Christmas e.g. caring, sharing, love. 	<p>Gift exchange. SS/SEL</p> <p>Distribution of food hampers to the poor. M/PE</p> <p>Singing Christmas carols. MU/SEL</p> <p>Dramatization.</p> <p>Video tapes. LA</p> <p>Books relating to the topic. LA</p> <p>Making Christmas cards. VA</p> <p>Group work SEL</p>	<p>Oral questions</p> <p>Project</p> <p>Written exercises</p>	<p>The Bible</p> <p>Stories from the Bible</p> <p>Luke 2: 1-20</p> <p>Videos</p> <p>Pictures</p> <p>Poems and Songs</p> <p>Ancient and Modern Hymn Book</p> <p>Tapes & cassettes</p> <p>Stories, pictures, poems and songs from about other lands</p> <p>AVA</p> <p>Library</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Honesty	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. explain the term honesty; 2. demonstrate situations that require honesty; 3. identify honest acts versus dishonest acts; 4. tell stories from the Bible which relate to honesty; 5. list ways in which they can show acts of honesty. 	<p>Group work SEL</p> <p>Project work D/LA</p> <p>Discussion LA</p> <p>Dramatization SS</p> <p>Use of videos LA</p>	<p>Pen and paper test</p> <p>Project work</p> <p>Oral exercises</p>	<p>The Bible</p> <p>Galatians 2</p> <p>Acts 15</p> <p>1 Kings 3:16-28</p> <p>James 3: 1-10</p> <p>Acts 5:1-11</p> <p>A.V. A</p> <p>Genesis 22</p> <p>Acts 5: 1-11</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. differentiate between selfishness and generosity. 2. select Bible passages which highlight acts of generosity; 3. appreciate and discuss Bible stories which relate to generosity; 	<p>Discussion about the meaning of these terms</p> <p>Dramatization LA/SS/SEL</p> <p>Discussion LA/SS/SEL</p> <p>Group work LA</p> <p>Listening to tapes LA</p> <p>Donation of food hampers to the elderly and poor in the community. LA/ SEL</p>	<p>writing</p> <p>Paper and pencil test</p> <p>Oral exercises</p> <p>Portfolio</p>	<p>The Bible</p> <p>Acts 9: 36-42</p> <p>John 6: 1-14</p> <p>2 King 4: 1</p> <p>Resource persons/agents:- Red-cross, Voluntary organisations</p> <p>1 Samuel 18</p> <p>Esther 3-7</p> <p>John 6 : 1-14</p> <p>Ruth 2-4</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 dignity of work; 2. explain the value and importance of work; 3. list different types of community workers. 	<p>Reading of stories from the Bible Genesis 1 and 2 LA</p> <p>Video tapes, highlighting types of occupation. LA/SS</p> <p>Inviting various resource persons e.g. policeman, maid etc. SS</p>	<p>Paper and pencil test</p> <p>Project work on different types of occupations</p> <p>Oral questioning</p>	<p>The Bible</p> <p>1 Kings 6, 7, 8</p> <p>1 Corinthians 12</p> <p>Resource persons from the community:- Fishermen, mechanics, plumber, masons</p> <p>Poems and songs</p> <p>Pictures of workers in community</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 word patience; 2. identify obstacles in life that demand patience; 3. list Bible stories that deal with patience; 4. dramatize acts of patience. 	<p>Dramatization</p> <p>Creating a situation in the classroom to bring out patience D</p> <p>Observation by teacher</p> <p>Listening to video tapes LA Memory passages e.g. 1Corinthians Chapter 13 verse 4 to 5</p> <p>Making postersVA</p>	<p>Oral and written exercises</p> <p>Project work</p> <p>Observation</p> <p>Performance assessment</p>	<p>Matthew 25: 14-46</p> <p>Luke 10: 38-42</p> <p>Genesis 37</p> <p>Genesis 26 & 27</p> <p>Luke 19: 1-10</p> <p>Luke 4</p> <p>Matthew 4: 1-11</p> <p>Luke 22: 39-71</p> <p>Colossians 3: 12-17</p> <p>Galatians 5: 22</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. explain what is meant by: the Betrayal; the Last Supper- the Garden of Gethsemane, the Crucifixion the Resurrection 2. re-tell the Easter story; 3. explain why Easter is the major Christian holiday. 	<p>Dramatization</p> <p>Story telling from the gospel LA</p> <p>Video</p> <p>Kite flying and Kite making project</p> <p>M/VA/SEL</p>	<p>Paper and pencil test</p> <p>Oral questioning</p> <p>Project</p>	<p>The Bible</p> <p>St. John 20</p> <p>Luke 24</p> <p>Mark 16</p> <p>Matthew 28</p> <p>Songs and poems</p> <p>Videos</p> <p>Cassettes & Tapes</p> <p>Pictures</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; 3. list ways in which they can show acts of loyalty; 4. dramatize acts of loyalty; 5. demonstrate situations that require loyalty. 	<p>Group work SEL</p> <p>Project work Discussion LA</p> <p>Dramatization SS</p> <p>Use of video LA</p>	<p>Writing composition</p> <p>Project work</p> <p>Oral exercises</p> <p>Performance assessment</p>	<p>The Bible</p> <p>Galatians 2</p> <p>Acts 15</p> <p>Poems</p> <p>Reflection – “Daily Bread & Today”</p> <p>Genesis 22:1-13</p> <p>Luke 10:25-37</p> <p>Philippians 2: 25-30</p> <p>Ruth 1-4</p> <p>Timothy</p> <p>Philemon</p> <p>Resource persons – Banker, Credit Union Officer, Cashiers</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
Love	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. identify God’s love for the world; 2. discuss ways and means in which love can be expressed e.g. love of self, love of country as well as people in other countries; 3. list organisations that help perpetuate the work in countries face with disaster. 	<p>Dramatization LA/SEL/SS</p> <p>Discussions LA/SEL/SS</p> <p>Visiting lectures LA</p> <p>Use of the InternetIT</p>	<p>Project</p> <p>Written exercises</p> <p>Oral exercises</p>	<p>The Bible</p> <p>Genesis 2: 5-15</p> <p>John 3:16</p> <p>Romans 15:25</p> <p>Caribbean Verse-Poems for all ages- P.L. Salanke</p> <p>Songs and poems</p> <p>Deuteronomy 8</p> <p>Exodus 21-23</p> <p>Psalms 127 & 128</p> <p>Mark 10: 13-16</p> <p>Acts 11:28</p> <p>Resource personnel: UNICEF, CE R O PAHO, REDCROSS</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 the term “ respect”; 2. identify great leaders who have gained great respect; 3. select Bible passages that emphasize respect; 4. list ways to show respect for people, law and order and property. 	<p>Discussion about respect HFLE/SEL Reading of Bible passages LA Project (group work) LA/SS/SEL</p>	<p>Oral exercises Written exercises Performance Assessment</p>	<p>The Bible Acts 4 Poems- Poems for Boys & Girls Gospels Ezra 1 Kings 21 Romans 13: 1-7 1 Corinthians 14: 40 Paul’s writings Resource persons in the community- Policemen, guards, security personnel</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Pride	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. explain the term “pride”; 2. identify situations that require pride e.g. work, deportment., behaviour; 3. list memory passages that bring out the virtue of pride; 4. recognize of the value of pride through daily activities. 	<p>Memory passage (e.g. Phil 4:8) LA</p> <p>Dramatization HFLE</p> <p>Make reference to words of our National Anthem HFLE</p> <p>Practical work in the classroom (e.g. pride in their environment, in the classroom) LA/VA/HFLE</p>	<p>Written exercises</p> <p>Oral exercises</p> <p>Project work</p>	<p>The Bible</p> <p>Genesis 1: 26-28</p> <p>Romans 12 :1</p> <p>Galatians 5:: 16-24</p> <p>2 Corinthians 11:21-33</p> <p>Ephianas 5: 16-20</p> <p>Proverbs 6</p> <p>Ecclesiastics 31 12-18</p> <p>Proverbs 23: 21</p> <p>Luke 18: 9-14</p> <p>Joshua 1:17</p> <p>Matthew 25: 14-30</p> <p>Community leaders- Girl guides, Scouts, Pathfinders, Key club, Leo</p> <p>Reflection – “Today”</p> <p>“Chicken soup for the Teenage Soul”</p>