Curriculum Implementation in Religious Education in Nigeria

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Abstract

Curriculum is a guiding programme for effective teaching and learning. It is an educational programme without which education could hardly be organized. The main function of the school is to provide education. Studies and research has shown that a major set back in education is not curriculum construction but its implementation. This paper examines the various concepts of curriculum and its implementation. The focus of the paper is the implementation of curriculum in the teaching of religious education. The paper argues that religious education is not a subject like any other and therefore merits special attention. It looked at the factors that enhance and militate against effective curriculum implementation in religious education with an overview of the very important role of teachers of religion. The following sub themes are discussed in the paper.

- Concept of Curriculum
- Meaning of Curriculum Implementation
- Curriculum Implementation Process
- Factors that Enhance Curriculum Implementation in Religious Education
- Factors that Militate Against Effective Curriculum Implementation in Religious Education
- Overview of Teachers Task in Curriculum Implementation in Religious Education
- Recommendations

Concept of Curriculum

The term curriculum is an educational concept which has been viewed differently by philosophers, researchers, practitioners/teachers and the laypersons alike. Most definitions however, hover around people's expectations of the school as a socio-academic institution. This is with respect to (a) the purpose of the school, (b) what is taught or should be taught, (c) how it is taught and to whom it is taught, and (d) the effectiveness of what is taught and/ or relevance of the entire programme to the needs of the individual learners and their society.

The school (including similar establishments like colleges, trade centre's polytechnics or universities) is a formal institution established by the society for the cultivation of the head, the hand and the heart (Obanya, 1982). This is sharp contrast to other forms of training or socialization provided by such agencies as the family, religious organizations (churches, mosques and shrines), mass media, political parties and (more lately) non-governmental organizations (NGO); as this latter falls within the region of informal/non-formal setting through what Egan (2003a) calls "curriculum of initiation."

Unlike in the informal/non-formal setting, the ideas promoted in schools, colleges, universities and such other educational institutions are to be cosmopolitan or broad based in nature. Attendees of public, formal institutions are expected to grow into citizens who posses certain competences to make them critical and contributing members of their society and world. Such nationalistic orientation is amply illustrated in the Nigerian setting where educational activities are expected to evolve from the country's philosophy as a nation. This philosophy is anchored on two pivots, namely:

a. Promoting the unity of the country as sovereign nation founded on the principles of freedom, equality and justice.
b. Promoting inter-Africa solidarity and world peace through understanding (Federal Republic of Nigeria, 2004). Nigerian educational institution are therefore expected to discourage sectional or sectarian interest of religious organizations, political parties or ethnic groups of the detriment of collective aspirations of Nigeria as the world's largest country of the Black people. This however does not mean that local concerns of the people and interest of the learners shall countless; it only suggest that, where there are conflicts between national interests on the one hand, an individual aspirations and local group demands on the other, those of the former shall normally be accorded higher priority.

To achieve a balance between the aspirations of the society and the learner's interests naturally leads to the next two interconnected concerns in curriculum studies: *what is taught and how it is taught.* Attempt to address these twin questions in curriculum studies have yielded some criteria which are critical to selecting and implementing the learning experiences. Wheeler (1967:147) dwells extensively on these criteria or principles. In his account, the main ones are "validity, comprehensiveness, variety, suitability, pattern (with its associated concepts of balance, continuity, cumulation, repetition and multiple learning's), relevance and pupil participation" (Wheeler, 1967:147). Many of these principles look self-explanatory. However, the criterion of validity seems central to them all. By validity, curriculum theorists mean "kind of experiences which, by design,

are presented to children in schools. It should be closely connected with educational goals". Wheeler (1967:147). Here, we see the inseparability of curriculum and instruction (or more technically, teaching).

The last set of concerns is about the effectiveness of the learning experiences. This is otherwise called evaluation; the purpose of which is to make some judgmental statements on whether or not the set objectives for the educational activities or the entire programme have been attained. Whether done formatively (for example, at regular, short interval of days or weeks) or summatively (say, at the end of a term, academic session or graduating class), evaluation is preceded by an assessment through the use of mechanisms such as achievement tests, observations, questionnaires and anecdotal records. Data emanating from such procedures provide information that can be used:

i.   To inform learners (and their parents/guardians where applicable) about the progress they are making towards attitudes, and behaviours to be learned or acquired.

ii. To inform the various personnel who make educational decisions (instructional, diagnostic, placement, promotion, graduation, curriculum planning, programme development, policy) about the learners.

The four areas of curriculum concern, discussed so far, are differently reflected in answers to the question "what is curriculum?" Etymological, the term "Curriculum" has been traced to a Latin word which translates to "a running, a race or a course" to suggest an "a race course or a career" (Bobbitt, 1918). Kieran Egan extends this etymological conception to include intellectual pursuits as evident in the works of Cicero in his Antiquities to suggest a transition "firstly from the race-course and running to intellectual pursuits, and then from references to the temporal constraints within which things happen to reference to the things that happen within the constraints" (Egan, 2003). Cecilia Braslavasky, the former Director of the UNESCO's International Bureau of Education (IBE) has also remarked that curriculum was used in the English speaking tradition as equivalent to the French concept programme deludes meaning course of studies followed by a pupil in a teaching institution.

In the curriculum, which is the first published work on the subject, John Franklin Bobbitt defines curriculum as that series of things which children and youth must do and experiences by way of developing abilities to do things well that makes up the adult life; and to be in all respects what adult should be" (Bobbitt, 1918). This definition tends to emphasize he school as a socializing agent of the society. However, the application of curriculum is limited to children and youth whereas, to some variable extent, curriculum concerns are also expressed with respect to learners in adult literacy classes besides students in the colleges, polytechnics, universities.

Again, by attaching curriculum concerns to things that make up the adult life, Bobbitt fails to recognize the dynamic nature of the society and curriculum designed to serve its purpose.

Taking Nigeria as an example, curriculum planning efforts could be periodical along the different phases of colonial versus post-colonial eras, and military versus post-military dispensations. Given the leadership styles in military (autocratic) as against civilian (democratic) settings, it is evident that what constitutes societal values and adult life within these periods would not likely be the same thing. Such disparities would be noticeable in all domains of public life, including curriculum planning and development. In addition, Bobbitt's definition has the potential of promoting rote learning. Making children and youth to be in all respects what adults should be negates the principle of creativity in learning; for education should aim at both preserving what is worthwhile while changing what is perceived as no longer desirable by the learners. Nevertheless, this definition provides a good starting point for curriculum thinking in relation to the school and the society.

In this definition, Wheeler (1967:147) views curriculum as the planned experiences offered to the leaner under the guidance of the school." He goes further to identify a three way orientation in the process of curriculum development as: concerns towards society; concerns towards the individual learner; and concerns towards the particular portion of the cultural heritage which it is the job of the school to pass on. This fairly comprehensive definition shares many features with that of Daniel and Laurel Tanner. According to them, curriculum refers to the planned and guided learning experiences and intended learning outcomes formulated through the systematic reconstruction of knowledge and experience under the auspices of the school for the learners continued full growth and personal competence (Tanner & Tanner, 1975).

Tanner and Tanner as well as Wheeler point attention to the ideas that a curriculum is planned, systematic, and directed at all round development of the learner. As Doll (1978) rightly observes, however, it is not all the learning experiences a child receives, for examples that are planned. This throws up the concept of hidden curriculum. The hidden curriculum refers to the unplanned aspects of learning which nevertheless result in behavioural changes in learners. Such learning experiences were originally unintended, unanticipated or unexpected. Examples of these include the use of sexiest expression like women are the weaker sex, speaking with mannerism, shunting at the dining hall, liking or disliking mathematics, and resisting pressure to join gangs or cultist groups. More often than not, these experiences are cultivated directly in the school by observing and interacting with significant other such as teachers, school administrators and peers; although they could come from the carry-over effect of the home and the large society. It is in recognition of the reality of the hidden

curriculum that Doll (1978:6) provides a somewhat localized definition of a school curriculum as the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciation, and values under the auspices of that school." This school-oriented definition of Ronald Doll, in addition to the role of the informal sector, draws attention to the levels of curriculum planning as well as the scope of curriculum as an area of activity. These two dimensions are examined more closely elsewhere in this chapter.

From the foregoing, it could be inferred that a curriculum refers to the planned and unplanned experiences which learners receive in the process of their formal or semi-formal education for the purpose of becoming rounded persons who can make meaningful contribution to the betterment of their society and world. Among the salient features of this definition are the following:

a. Curriculum is about achieving the goals of education through the formal/semi-formal education set-up (schools, college, polytechnic, university, adult literacy, etc.)
b. There are tangible aspects of the curriculum in the form of curriculum guide, curriculum standard, syllabus etc. However, there are also the intangible elements (i.e hidden curriculum); depending on which areas of the learning experiences (specified content, observed behavioural practices, imitated lifestyles, etc) that is being considered.
c. A meaningful curriculum must focus on all domains of learning cognitive (knowledge, intellect), psychomotor (skills) and affective (attitudes/values) in order to foster an all round development.
d. Curriculum is for the betterment of the society but the interest and needs of the learners are not to be compromised.
e. Curriculum involves a dynamic process; as it moves with the changing trends in the society.
f. Curriculum, like education, is a product of a wide array of actors, politicians, policy makers, curriculum workers, teachers, laypersons, targeted learners etc., as such, it involves planning at different levels.

Components of Curriculum
There are three components of curriculum in practice. These, as outlined by Emeruwa (1981) are:
1. Programme of studies.
2. Programme of activities.
3. Programme of guidance.

Programme of Studies
This aspect of curriculum is the oldest. It is associated with the traditional idea of course of study. Traditionally, curriculum was regarded as narrowly concerned with the promotion of knowledge acquisition or impartation of knowledge. For example, Olarionye (2001) adopts this narrow perspective in defining curriculum as a blueprint consisting of subject themes, topics, performance or beahavioural objectives, content or subject matter and student's activities. The emphasis here is on knowledge. Such knowledge is to be derived from the accumulated experiences and wisdom of the society for which the curriculum is meant to service. This narrow concern no covering specific subject content has little or no room for other activities outside the content spelt out in the syllabus. At best, such other activities are called extra-curricular.

Programme of Activities
This aspect of school life essentially covers those areas of life, domains of influence and platforms of interactions that were traditionally called extra-curricular, extra-class or curricular activities. Such activities are usually not written in the strict sense of subject content. However, they constitute vital areas of knowledge enrichment of immeasurable value. For instance, many documented activities and events which otherwise would have been studies in textbooks could be practically observed through visits to the activity sites. Maximum benefits are derived through such activities which could come in from of field research, field teaching or excursion. Field research involves going out to collect some data about the activities and events of interests and such data are later processed during classroom teaching. In the case of field teaching, the resource persons at the sites visited do the bulk of the teaching and the regular teacher merely makes occasional contributions where and when necessary. Excursion largely involves more relaxed field activities than either field research or field teaching.

Programme of Guidance
By guidance, we mean the support given by the school to enable learners derive maximum benefits from learning activities based on interests, abilities, aspirations and other attributes that are personal to them, in the contemporary school situation, the term guidance is always use with reference to counseling. The later concept deals with the process of assisting the individual to become a personal problem solver. While guidance is about lending support to identify options, counseling takes it to higher level of weighting the identified options to

ensure that the clients takes an informed decision on a particular matter of interest. In essence, the programme of guidance provides avenue for learners to fully harness their potentials by engaging in activities that are most meaningful, challenging and rewarding in both the immediate sense as well as in the foreseeable future. Such support service could be distilled into three: vocational guidance, educational guidance and person-social guidance (Emeruwa, 1981).

Curriculum Implementation

Curriculum is the way content which embodies structure, organization, balance and presentation of the content in the classroom is designed and delivered. Curriculum is also a set presentation of materials that includes both content and instructional guidelines. The ability to put this curriculum (content and instructional guidelines) into practice in the classroom is curriculum implementation.

Curriculum implementation is the actual engagement of learners with planned learning opportunities. Curriculum implementation stage is the stage when in the midst of learning activities, teachers and learners are involved in negotiations aimed at promoting learning. The teacher adopts the appropriate teaching methods and resources to guide learning. The learners on their own are actively involved in the process of interaction with learning activities. Curriculum implementation is the transmission of the planned curriculum into the operational curriculum (Offorma, 2005).

The major implementers of the curriculum are the teachers. They set up learning opportunities aimed at enabling learners acquire the desired knowledge, skills, attitudes and values. Without implementation, there will be no evaluation and student's learning will not be guided. The students on their own are actively involved in the process of interaction with learning activities.

Curriculum Implementation Process in Religious Knowledge

Curriculum according to Etuk, Udosen and Edem (2004) is the organized knowledge which the school presents to the learners in order to achieve predetermined goals of education. Therefore, curriculum implementation is a very important aspect of the curriculum process. If curriculum is not implemented, all efforts expended in the planning are to no avail. The teacher is the dominant figure in curriculum implementation process. He is the final decision marker concerning the actual learning opportunities to be provided his learners, how they are to be able to present, guided and evaluated for the particular learner involved.

As the ultimate implementer of the curriculum, the teacher must necessarily translate the curriculum into real classroom operation. The teacher therefore needs to focus on the syllabus which is derived from the curriculum.

Thus, while the curriculum represents the total planned programmes of the school for all the school subjects for some years pending revision, the syllabus contains the recommended topics and selected learning experiences chronologically organized to be taught from year to year in such a way that it meets the set educational goals. When the syllabus, prepared at the national level reaches the schools, it is split into manageable portions on term and yearly basis by the subject teachers to produce scheme to work.

The scheme of work is a guide to the teacher. It guides him in making his instructional plans in that it stipulates the specific topics to be covered within a given term. The teacher further identified closely related subject matter and learning experiences which constitute the unit of work meant to be taught within a few weeks, between two and six weeks. A further split of the unit produces the lesson. A lesson plan is said to be an orderly and sequential arrangement of the lesson on prepare. It comprises the subject matter to be taught, the instructional objectives to be achieved and the performance activities on both the teacher and leaner in the course of lesson delivery. The events described thus far are the process undertaken by the teacher to implement the curriculum. Hence, the curriculum implementation process is diagrammatically presented here.

CURRICULUM
SCHEME OF WORK
SYLLABUS
UNIT PLAN
LESSON PLAN

Factors Enhancing Curriculum Implementation in Religious Education

1. **Availability and Utilization of Instructional Materials**: Successful curriculum implementation depends to a large extent on the availability and utilization of adequate instructional materials or learning resources. Instructional resources can be defined as all the resources a teacher uses to help explain or elucidate the topic/content/subjects to the learner so that he is able to fully comprehend the topic (NTI, 2007). Instructional materials generally make the teaching learning process easier. They offer reality of experience, provide visual aspects to a process or technique to facilitate the understanding of abstract concepts save time by, limiting the use of wordy explanations and provide opportunity for the learner to manipulate objects in the environment.

2. **Management Support**: Effective curriculum implementation is also dependent upon management support. Mbakwem (2005) enumerates that management support can be given by: providing adequate financial resources, providing learning opportunities, providing supports such as expertise, time and learning resources, disseminating information, facilitating communication at all levels, providing support to teachers and developing ways for teachers to network and share ideas. As a matter of priority, management of schools administration should in addition subsidize the cost of procurement of the needed materials for adequate curriculum implementation.

3. **Teacher Effectiveness**: The teacher is a critical resource for effective implementation and realization of the educational policies and objectives at the practical level of the classroom. It is the teacher who ultimately interprets and implements the policy as represented in school curriculum, which is designed to actualize educational goals (Omojunwa, 2007). The obvious implication of this situation is the fact that the quality of a nation's education can only be as high as the quality of its teachers. Further, an effective teacher should demonstrate evidence of classroom management. Effanga (2001) coulsels that teachers should establish effective classroom climate, student motivation, management of materials and supplies, physical conditions for instruction, use of time, routines and a monitoring system in the classroom for efficient instruction and quality education.

4. **The Learner**: The curriculum is planned to meet the social, intellectual, physical and integrative needs of the learners. Maduewesi (2003) regards learners as the most precious resource for moulding. Learners are active participants and recipient in curriculum implementation. They have some work to do in the education process. Most importantly, teachers should note that student should be ready and willing to learn, otherwise teaching becomes a futile exercise and learning will not place. Besides, people learn in different ways because of individual differences. Secondly, interests, needs, values of the learners differ too. This means that the teacher should employ varied methods or technique so that each leaner will find a suitable method that will help him to learn. Without the co-operation of the learners, curriculum implementation cannot be realistic.

Factors Militating Against Effective Curriculum Implementation in Religious Education

1. **Curriculum Overload:** There is a curriculum overload. However, Ivowi (2005) noted that the content of our curriculum is satisfactory, though overloaded. Offoroma (2006) laments that: "The issue is not only the large amount of knowledge, skills, attitudes and values to be presented to the learners, but the availability of adequate time, and resources for the implementation of these content areas. The non-coverage of the content has left the learners to be half-baked as some teachers rush to cover the contents, thereby treating the contents shabbily, while other leave a lot of grounds uncovered." This observation by Offorma succinctly explains the nature of the problem encountered in schools.

2. **Large Class Population:** Another disturbing issue in curriculum implementation is large class population. The recommended class size of learners according to the National Policy on Education (FGN, 2004) is 30. The Universal Primary Education launched in 1976 brought about increase in schools enrolment without adequate teacher production to match the school population (World Bank, 1995; Bajah, 1995 and Nwagwu, 2003). This increased led to overcrowded classrooms which are experienced at all level of education. The awareness of the advantages of education has contributed to overcrowded classroom as everybody want to go to school to be educated.

3. **Dearth of Instructional Materials:** Over the years, teachers have indicated that one of the greatest impediments to curriculum implementation is inadequacy of instructional materials. Instructional materials are aids for effective teaching and learning. Nwoji (2002) views instructional materials as devices that facilitate the transmission to a learner, the facts, skills, attitudes and values which promote understanding and appreciation of concepts. It is evident that no curriculum can be implemented effectively without due consideration of necessary equipment and materials. Unfortunately, there is dearth of instructional materials. One of the problems is cost of the materials, and since education is poorly funded, many public schools lack instructional materials.

4. **Teacher Factor:** This deals with the quantity and variety of teachers handling our classroom interaction process. Curriculum implementation cannot be effectively carried out if the teacher variables such as competence, availability, attitude, dedication and remuneration are faulty. No matter how lofty the educational goals are, how relevant the curriculum is, teachers are the determinants of effective curriculum implementation in the school.

5. **Examination Malpractice:** One of the major curriculum implementation issues is examination malpractice. In fact, it has eaten deep into the society and these days even parents perpetuate and abate it. Ivowi (2005) confirms that the number candidates has continued to overwhelm examiners, and because of poor implementation of curriculum in schools, arising from so many factors, the battle against exam malpractice is far from begin over. Today, electronic techniques are employed in cheating

in examinations malpractice. The implications of this Offorma (2006) enumerate as follows: invalid and unreliable data are supplied to the system, learners become lazy as many do not want to work hard since they can cheat and succeed in the examination, indiscipline in schools and the society in general as students do not bother about their academic work, rather, time is spent planning for different evils, absenteeism, cultism, rape, theft etc. disparity in the set curriculum objectives and the attained objectives.

6. **Learner Related Issues:** In our present contemporary society, our young learners seem to lack interest as a result of the new wave of picking money quick even with limited education. Hence, they failed to attend lessons with the first days/weeks of resumption of classes especially at the beginning of each term. The result is that the prescribed curriculum is not often covered before examinations, a situation that leads to poor performance be it at the primary, secondary or tertiary level. It also encourages examination malpractice in the desperate effort to make up fraudulently the deficiencies of the learners (Mkpa, 2005).

7. **Evaluation of Learning**: Evaluation of learning is necessary too in curriculum implementation. A good evaluation focuses on the cognitive, affective and psychomotor behaviours. Evaluation data must be valid and reliable for them to be useful to the educational system. But affective domain is hardly properly assessed by teachers. Anwuka (2005) observes that quite often in stating objectives in lesson plans, teachers state effective objectives, but in evaluating learning outcomes, not much is done to reflect the emphasized affective objectives. Teachers must be made to understand how to obtain evidence or data on affective outcomes as well as how to record the obtained evidence. Further, it does appear that teachers are yet to master the continuous assessment skills. Most teachers still emphasizes cognitive learning outcomes at the expense of both the affective and psychomotor behaviours and they do continuous testing rather than continuous assessment. All these affect curriculum implementation (Offorma, 2006)

Teacher's Task in Curriculum Implementation in Religious Education
Curriculum implementation is a very serious exercise and its success lies squarely on the shoulders of the classroom teacher. The foremost of the teacher's task is teaching which is intended to stimulate learning. Broadly, the teacher is an individual who carries out the activity of teaching, he engages in the act of causing people to learn. The teacher further attempts to help learners acquire or change some skills, attitude, knowledge and creates avenues to influence desirable changes in their behaviour (Ikpe, 2005). Teaching is essentially a communication process between the teachers and the taught. Ikegbunam (2006) submits that the success or otherwise of the entire classroom activities, interactions and instruction lies largely on the effectiveness of the teachers competence. The teacher according to Omojunwa (2007) must be prepared in such a way that he would be able to present a pre-digested, planned, systematic, sequential and controlled content and methodology. He must be prepared to adopt the strategy of management of materials and supplies in order to ensure effective participation of learners for good performance and quality education. Specifically, the classroom teacher must recognize that his task is not merely to teach; it is to stimulate learning. He must realize that his teaching is a process of causing learning, of guiding and directing the activities of his learners in order to produce learning. Hence, the ultimate measure of his commitment as a teacher is the amount of learning that his teaching produces. A teach who is philosophically and psychologically sound is also a good observer and evaluator. Through careful observation of his learner's behaviours, he gains a wealth of knowledge that he uses to develop principles and techniques that are fundamental to the effective and efficient learning outcomes; he constantly evaluates each learner's learning attainments in terms of the learner's particular needs as well as the needs of his society. Finally, the teacher must be an expert in the arts of behaviours modification, counseling and group leadership. It is on him that rests the responsibility to modify and transforms the behaviours and life of his leaner's to the extent that they can become responsible adult member of the society.

Recommendations
Religion is not a subject like any other; it should aim not only to speak or teach about faith, salvation and Jesus Christ, but to enter into Him, to touch Him and to live in Him act with His mind set. It is far from being a way of though also a way of life. The teaching of religion cannot end in the classroom and is not routed only to passing of examinations or gathering of certificates. Religion is a lived process and should bear in all strata of the person's life. Christian religious studies would have lost all if those involved in the process are not themselves witnesses of Christ, who is the author and finisher of our faith.
This paper therefore offers recommendations for an implementation of religious curriculum that is not only taught but also lived:

a. **Change in Method:** The current method has been one of making the teaching of religious studies only an academic enterprise with little or no reference to impacting on the lives of the pupil turning them

into witnesses and messengers of the good news. The good news heard and taught in the lecture rooms has to be proclaimed. The call for a change in method therefore calls for change from only teaching or hearing to mission and proclamation.

b. **New Zeal:** When we talk of zeal we call to mind the fervour and spirit of the early apostles especially of St. Paul's: woe to me if I do not evangelize (1 Cor. 9:16). We remember the early missionaries who came to our shores – the Whiteman's grave over 100 years ago. The toiled, suffered and died out of zeal for the Good News. New zeal underlines the spirituality of evangelization today, through a new experience of the Holy Spirit at work in the hearts and minds of evangelizers. In the scriptures, God's Spirit hover over the waters of creation (Gen 1:10), drives prophets to speak in the name of the Lord (Is. 61:1-3), anoints kings of Israel to rule with justice (I Sam 10:1-6) empowers leaders and judges with wisdom (Num. 11:16-30). The Spirit will come to rest on God's messianic chose one (Is. 9:1-7): And as a sing of the last days of fulfillment, the spirit will rest on all without distinction of sex or rank in society. Filing them with hope, vision and dreams of God's reign (Joel 3:1) the teachers and learners of religion ought to make this experience "allowing the Spirit" to lead them to the complete truth. The Spirit of God should be the foundation, cause and end in the effective implementation of curriculum in religious studies. While this position does no argue that all teachers and pupils of religious studies should be evangelizers, it does maintain that they should be people led by and in the Spirit.

c. **New Expression:** Curriculum implementation in religious studies should be imbued with new expression. This means in other words that, it must be associated with the mission of Jesus himself as portrayed in the gospel; it proclaims human liberation; those involved in the process should be identified with the Kingdom of God; it should further the building of a community and lead to faith.

This outline reflects the gospel scheme of Mark's story of Jesus who: preached that the kingdom of God was close at hand (Mk. 1:15); called for conversion of heart while he healed the sinner and physically bound; invites disciples to share his mission (Mk 3:13-19); taught them the meaning of his cross and their sharing in it (Mk 8: 31-38), and formed of them a community sharing his very life and self at the last supper.

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