



South Sudan

Primary CRE

Pupil's Book 2

Primary Christian Religious Education has been written and developed by Ministry of General Education and Instruction, Government of South Sudan in conjunction with Subjects experts. This course book provides a fun and practical approach to the subject of Christian Religious Education, and at the same time imparting life long skills to the pupils.

The book comprehensively covers the Primary 2 syllabus as developed by **Ministry of General Education and Instruction.**

Each year comprises of a Pupil's Book and a Teacher's Guide.

The Pupil's Book provides:

- Full coverage of the national syllabus.
- Clear presentation and explanation of learning points.
- A variety of activities that can be applied to real-life situations.
- Opportunities for collaboration through group work activities.
- Stimulating illustrations.



All the courses in this primary series were developed by the Ministry of General Education and Instruction, Republic of South Sudan.

The books have been designed to meet the primary school syllabus, and at the same time equipping the pupils with skills to fit in the modern day global society.

This Book is the Property of the Ministry of General Education and Instruction.

This Book is not for sale.

Any book found on sale, either in print or electronic form, will be confiscated and the seller prosecuted.

Funded by:



South Sudan

Primary CRE

Pupil's Book 2



Funded by:



This Book is the Property of the Ministry of General Education and Instruction.

This Book is not for sale.

How to take care of your books.

Do's

1. Please cover with plastic or paper. (old newspaper or magazines)
2. Please make sure you have clean hands before you use your book.
3. Always use a book marker do not fold the pages.
4. If the book is damaged please repair it as quickly as possible.
5. Be careful who you lend your schoolbook to.
6. Please keep the book in a dry place.
7. When you lose your book please report it immediately to your teacher.

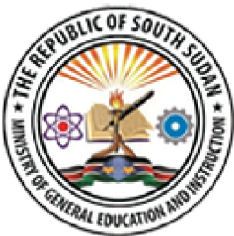
Don'ts

1. Do not write on the book cover or inside pages.
2. Do not cut pictures out of the book.
3. Do not tear pages out of the book.
4. Do not leave the book open and face down.
5. Do not use pens, pencils or something thick as a book mark.
6. Do not force your book into your schoolbag when it is full.
7. Do not use your book as an umbrella for the sun or rain.
8. Do not use your book as a seat.

CRE

Pupil's Book

©2018, THE REPUBLIC OF SOUTH SUDAN, MINISTRY OF GENERAL EDUCATION AND INSTRUCTION. All rights reserved. No part of this book may be reproduced by any means graphic, electronic, mechanical, photocopying, taping, storage and retrieval system without prior written permission of the Copyright Holder. Pictures, illustrations and links to third party websites are provided in good faith, for information and education purposes only.



This book is the property of the Ministry of General Education and Instruction.

THIS BOOK IS NOT FOR SALE

Funded by:



GLOBAL
PARTNERSHIP
for EDUCATION

quality education for all children

FOREWORD

I am delighted to present to you this textbook, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This textbook shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum and school textbooks for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum and the new textbooks. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my previous role as the Undersecretary of the Ministry, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)
Minister of General Education and Instruction, Republic of South Sudan

Table of Contents

Unit 1: The Wise Men.....	1
Story of the wise men.....	1
The wise men leaving the palace.....	5
The wise men with baby Jesus.....	7
The wise men with the gifts.....	8
Glossary.....	12
Unit 2: Prophet Nathan and King David.....	13
Prophet Nathan and King David.....	14
The rich man and the poor man.....	14
Glossary.....	25
Unit 3: The Prodigal Son.....	26
Story of the prodigal son.....	26
The younger son spending his property.....	28
The younger son feeding pigs.....	29
Celebrating a party.....	32
The big fish swallows Jonah.....	33
Roles and responsibilities.....	36
Glossary.....	39
Unit 4: The Story of Samuel.....	40
Hannah.....	40
The birth and dedication of Samuel.....	43
Hannah gives Samuel to God.....	45

The call of Samuel.....47

Glossary.....51

Unit 5: The Ten Commandments.....52

School rules.....52

The Ten Commandments.....53

Glossary.....59

Unit 6: The Fig Tree.....60

Story of a fig tree.....61

Glossary.....65

Key Words

Wise men, star, Bethlehem

Story of the Wise men (Matthew 2:1-12)

When Jesus was born, three wise men went to visit him.

Wise men are men with full of wisdom. The wise men came from the east. A star guided them to Bethlehem. They brought various gifts for baby Jesus.



Pair work

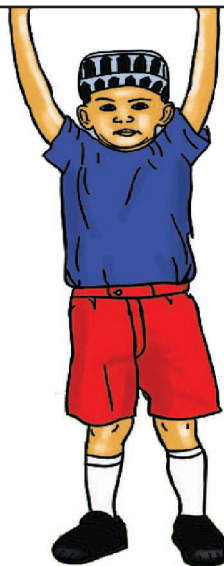
1. Look at the picture above.
2. Tell your friend what is happening.
3. Present in class what you have talked about.

Read the following flash cards with the help of your teacher.

Where is the baby
born to be the King
of the Jews?



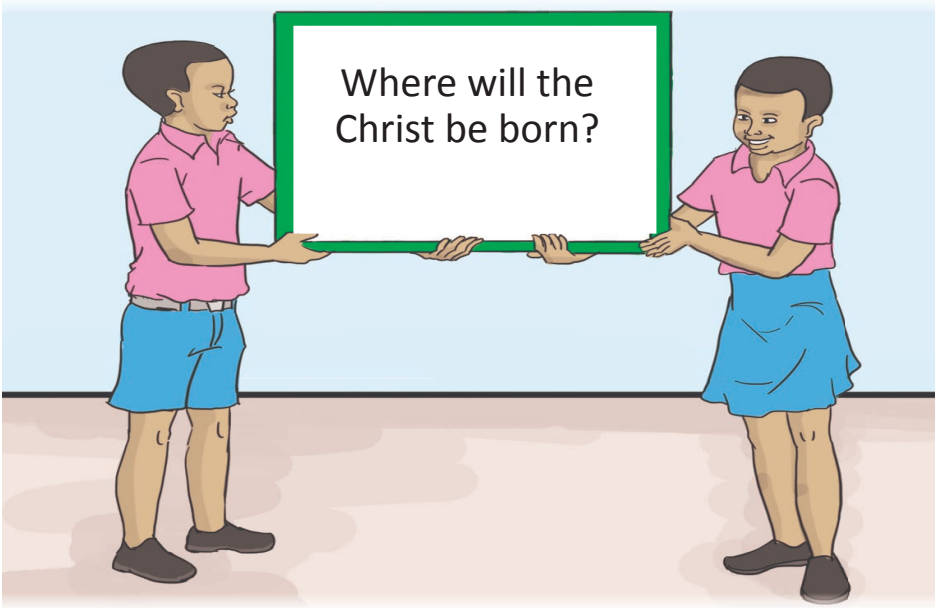
We saw his star in
the east. We came
to worship him.



Activity 1

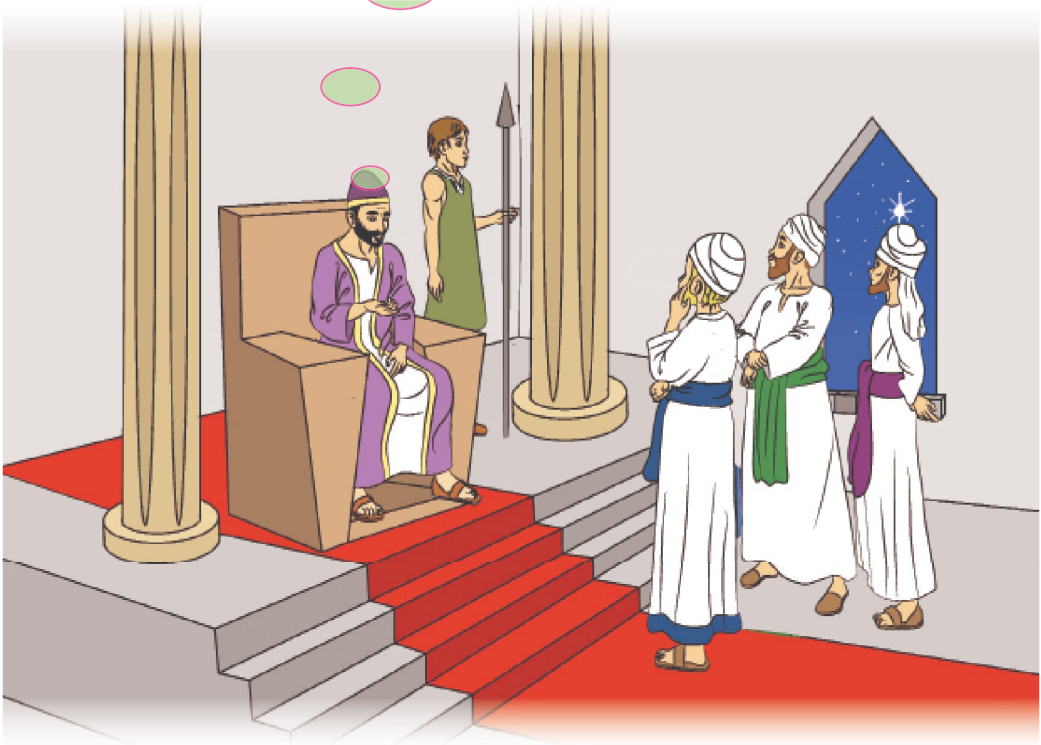
1. Draw the star.
2. Colour the star.
3. Compare your star with that of your friend.

When King Herod heard about this, he was troubled.



King Herod called the wise men from the east to a secret meeting. He learned from them the exact time they saw the star.

Go to Bethlehem and look carefully to find the child. When you find him, come tell me. Then I can go worship him too.



Activity 2

1. In groups of seven, dramatise the appearance of the wise men to King Herod.
2. Talk about the reaction of King Herod to the wise men.

The wise men leaving the palace

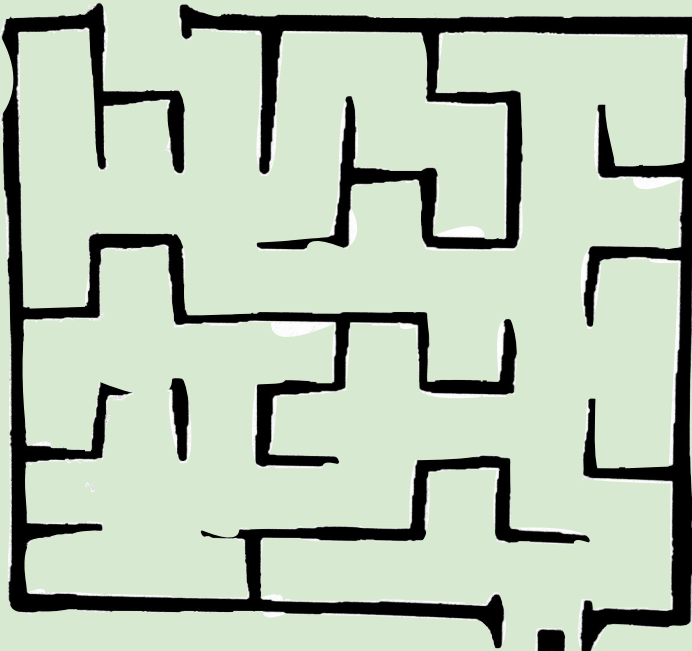
The wise men heard the King and left. They saw the same star they had seen in the east. The star directed the wise men to where the child was.





Homework

1. Look at the picture below.
2. Help the wise men find baby Jesus.



The wise men with baby Jesus

The wise men went to the house. They saw the child with his mother Mary. They knelt down and worshipped the child.



Group Work

1. In groups of four, look at the picture below.
2. Talk about what is happening in the picture.
3. Present in class what you have talked about.



The wise men with the gifts

They gave him gifts of gold, frankincense and myrrh.



The wisemen went to their country by another road.

God had warned them in a dream not to go back to King Herod.



Group work

1. In groups of three, role play the journey of the wise men from the east to Bethlehem.
2. Dramatise how King Herod reacted to the wise men after receiving the message.
3. Why did the wisemen returned to their country by another road?

The children are drawing the wise men.



The children are colouring the gifts brought by the wise men to baby Jesus.



Activity 3

1. Tell your friend the gifts the wise men brought to baby Jesus.
2. What is the meaning of those gifts?
3. Tell your teacher what you have talked about.



Pair work

1. Tell your friend where the wise men came from.
2. What guided the wise men from the east.
3. Why did King Herod want the wise men to come back to him?

Activity 4

1. Ask your parent or guardian to show you a star at night.
2. Draw the star you have observed.
3. Colour the star.



Learning point

Wise men are people who study the stars. The wise men were guided by a star to Bethlehem. They went to visit baby Jesus. The wise men brought gold, frankincense and myrrh. The wise men went to their country by another road. God had warned the wise men in a dream not to go back to King Herod.

Homework

1. Who was the King of Judea during the birth of Jesus? _____
2. _____ guided the wise men from the east.
3. Look for the following words from the word search below. The first one has been done for you: JUDEA, HEROD, GOLD, MYRRH, STAR.

B	E	T	H	L	E	H	E	M	M
J	U	D	E	A	Q	B	A	L	Y
F	K	N	R	S	I	S	T	A	R
Z	L	Y	O	T	B	H	P	X	R
G	O	L	D	F	W	J	C	D	H



Remember

Jesus was born in Bethlehem.

Glossary

Wise men-	Men with full of wisdom.
Bethlehem-	The city where Jesus was born.
Guide-	To give direction.
Search-	To look for something.

Unit 2

Nathan and King David

Key Words

Prophet, King, lamb

Prophet Nathan and King David (2 Samuel 12:1-14)

Nathan was a prophet. He lived during the time of King David. God spoke to King David through Prophet Nathan.



The rich man and poor man

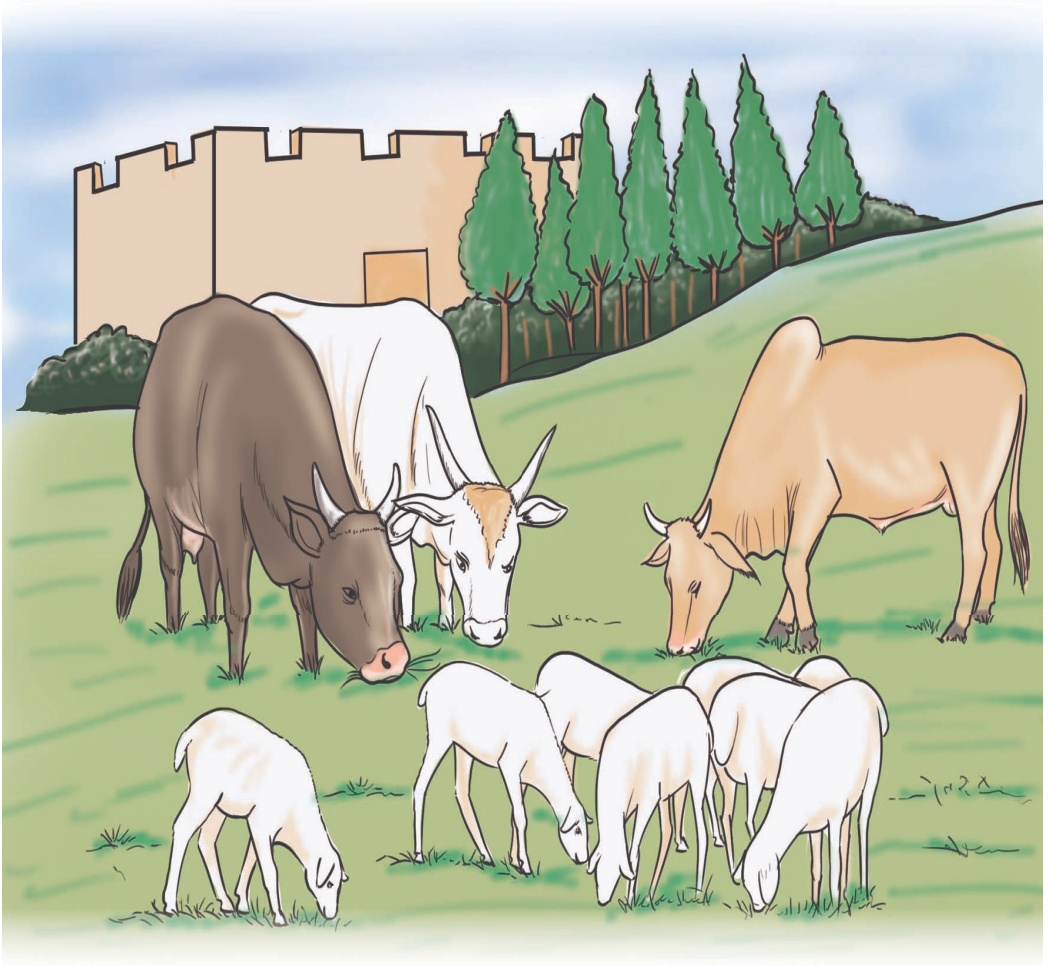
There were two men who lived in a city. One man was rich and the other was poor.



Pair work

1. Point out the rich man and the poor man from the pictures above.
2. With a friend, talk about the differences between the two men.
3. Write down the differences.

The rich man had many cows and sheep. He did not want to kill one of his cattle.



The poor man had a house which was about to fall down.
The poor man had one little lamb he had bought.



Pair work

1. Tell your friend what you can see in the picture above.
2. Draw a sheep.
3. Colour the sheep.

The poor man feeding his sheep

The poor man fed the lamb. It grew up with him and his children.



It shared his food and drank from his cup. The lamb was like a daughter to him.



Homework

1. Write the names of the animals we keep at home.
2. Draw a cow.
3. Colour the cow.
4. With a friend, discuss ways of caring for animals we keep at home.

Visitor came to the house of the rich man. The rich man wanted to give food to the visitor.



The rich man taking the sheep of the poor man

The rich man did not want to kill one of his own sheep or cattle. He took the lamb from the poor man.



Pair work

1. With a friend, look at the picture above.
2. Tell your friend what you can see.
3. Write down what you have discussed.

The rich man killed the lamb. He cooked it for his visitor.

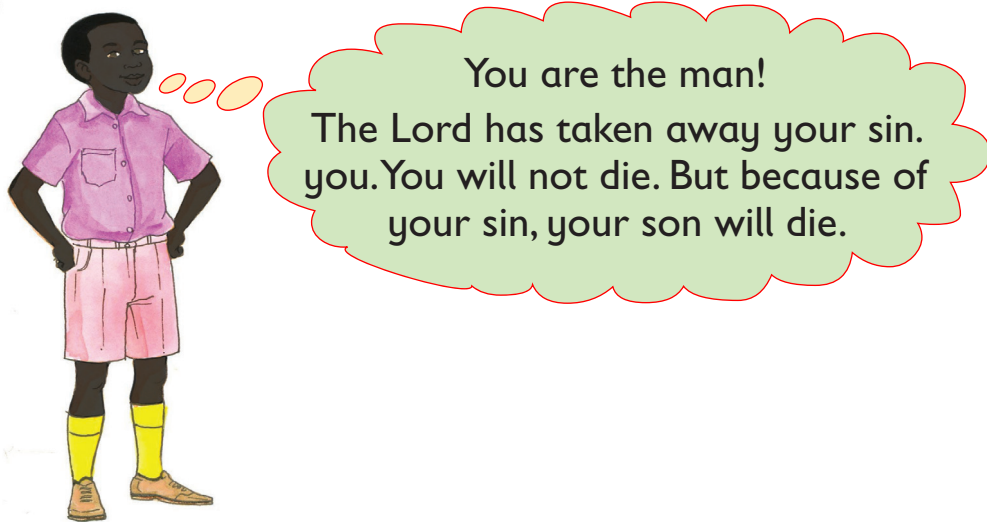
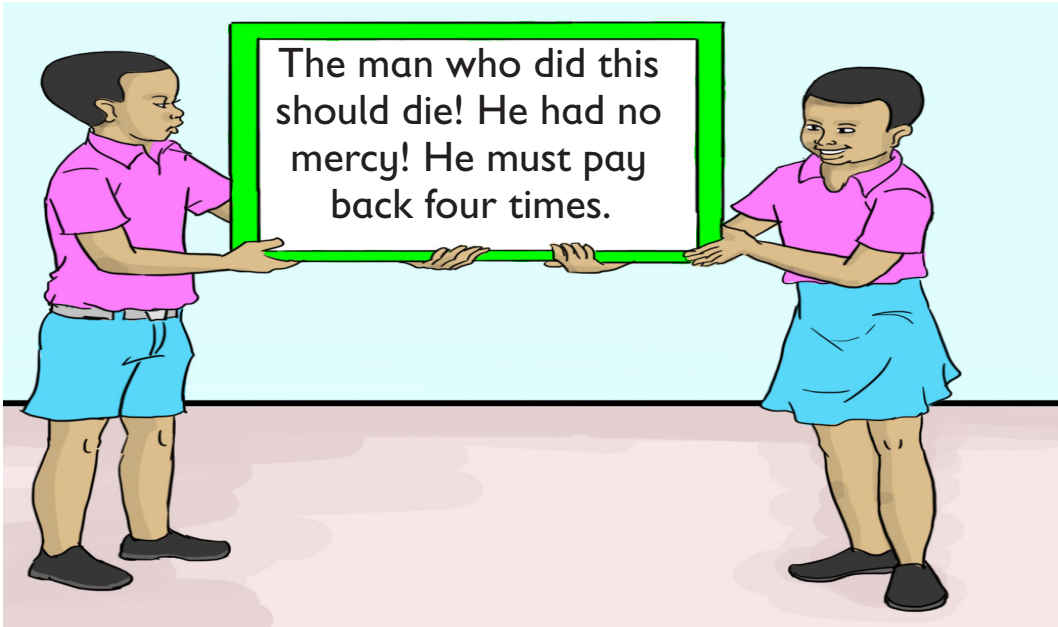


When David heard this, he became angry at the rich man.

Pair work

1. Look at the picture above.
2. Tell your friend what is happening in the picture.
3. Tell your teacher what you have talked about.

Read the following flash cards with the help of your teacher.



Group work

1. In groups of four, discuss why King David was angry with the behaviour of the rich man.
2. What would you do to the rich man if you are the one?
3. What do you learn from this story?

After telling King David the message, Nathan went home.



Group work

1. In pairs, dramatise the conversation between prophet Nathan and King David.
2. How did God punish King David?

Activity 1

1. Look for the following words from the word search: DAVID, NATHAN, LORD, King, PROPHET. The first one has been done for you.

N	Z	K	I	N	G	T	A
A	I	S	X	H	E	C	W
T	D	Y	L	K	P	Q	O
H	P	R	O	P	H	E	T
A	A	T	R	B	O	R	U
N	G	O	D	A	V	I	D

2. Prophet Nathan lived during the time of _____.
3. Prophet Nathan took God's _____ to the people.



Learning point

God spoke to King David through Prophet Nathan.

King David disobeyed the commands of God. He killed Uriah in a war. He took over his wife Bathsheba.

The child that King David had with Bathsheba the wife of Uriah died. King David asked for forgiveness from God. God forgave him.



Remember

We should forgive others.

Glossary

- Prophet-** A person who brings a message from God to people.
- King-** A male leader.
- Lamb-** A young sheep.
- Commands-** Rules.

Unit 3

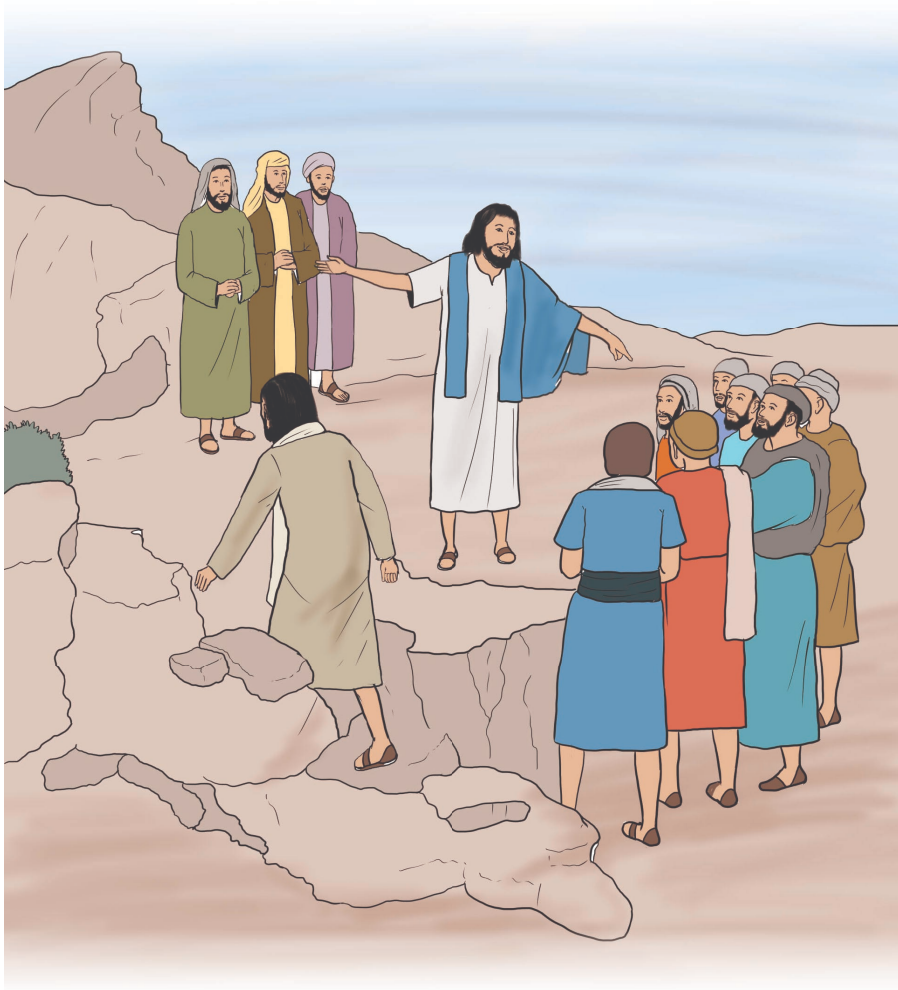
The Prodigal Son

Key Words

Prodigal son, servant, Feast, Famine

The story of the prodigal son

Jesus taught his disciples using stories. He told them the story of the prodigal son. This story was about forgiveness.



Younger son receiving his property

There was a man who had two sons. The younger son told his father to give him his share of property. He travelled far away to another country.



Activity I

1. Point out the prodigal son from the picture.
2. Tell your teacher what is happening in the picture.
3. What would you do if you happen to be the father of the prodigal son?

The younger son spending his property

He spent everything that he had. He wasted his money in foolish living.



Pair work

1. With a friend, draw the prodigal son spending his money in a hotel.
2. Show friends around him sharing the meal.

The younger son feeding pigs

The land where he was became dry. The younger son got a job of feeding pigs. He was hungry and he wished to eat with the pigs.



Pair work

1. Look at the picture above.
2. With a friend, discuss what you see.
3. Why is the person sad?

The younger son returning home

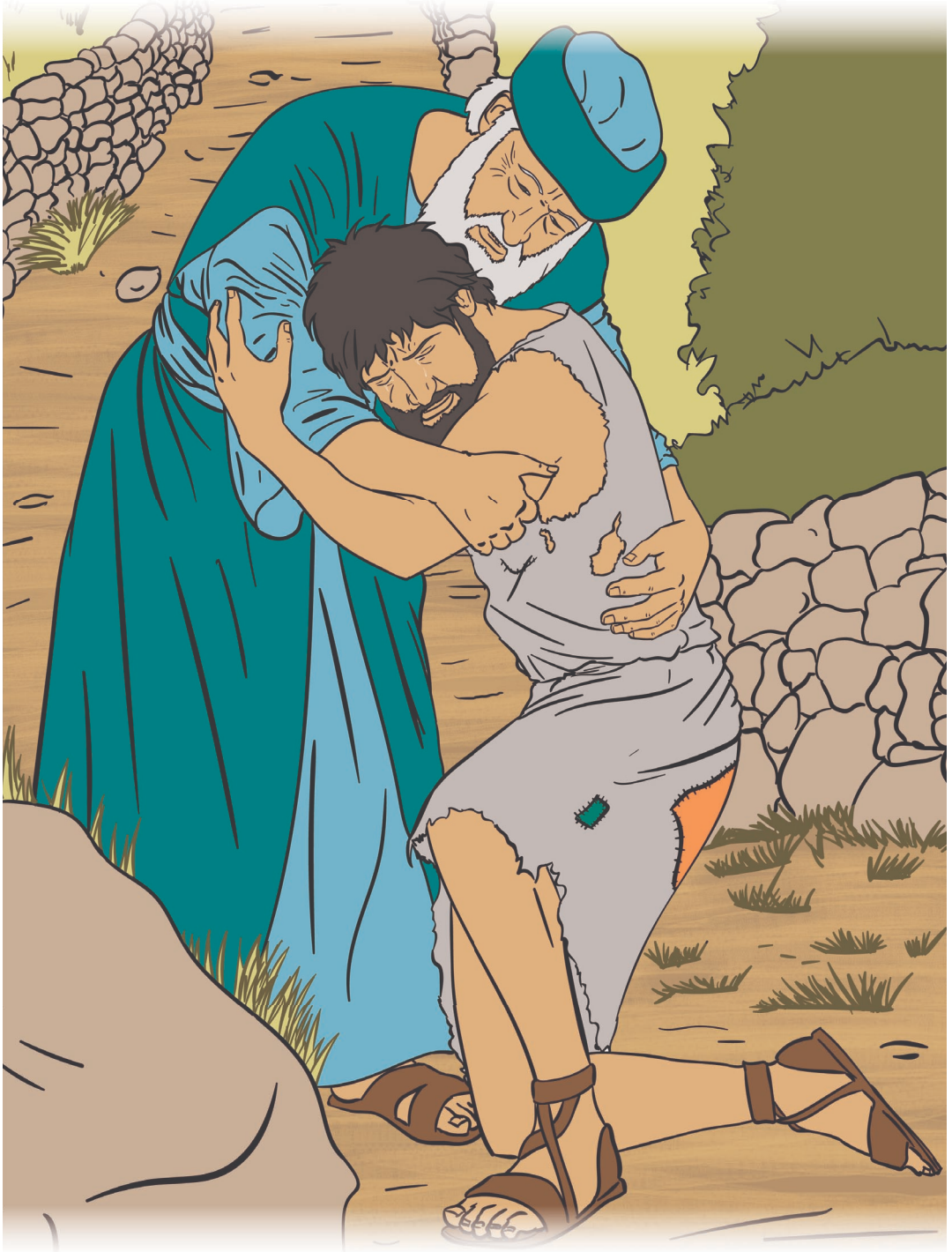
The younger son went to ask his father for forgiveness. When his father saw him coming, he felt sorry for him.



Activity 2

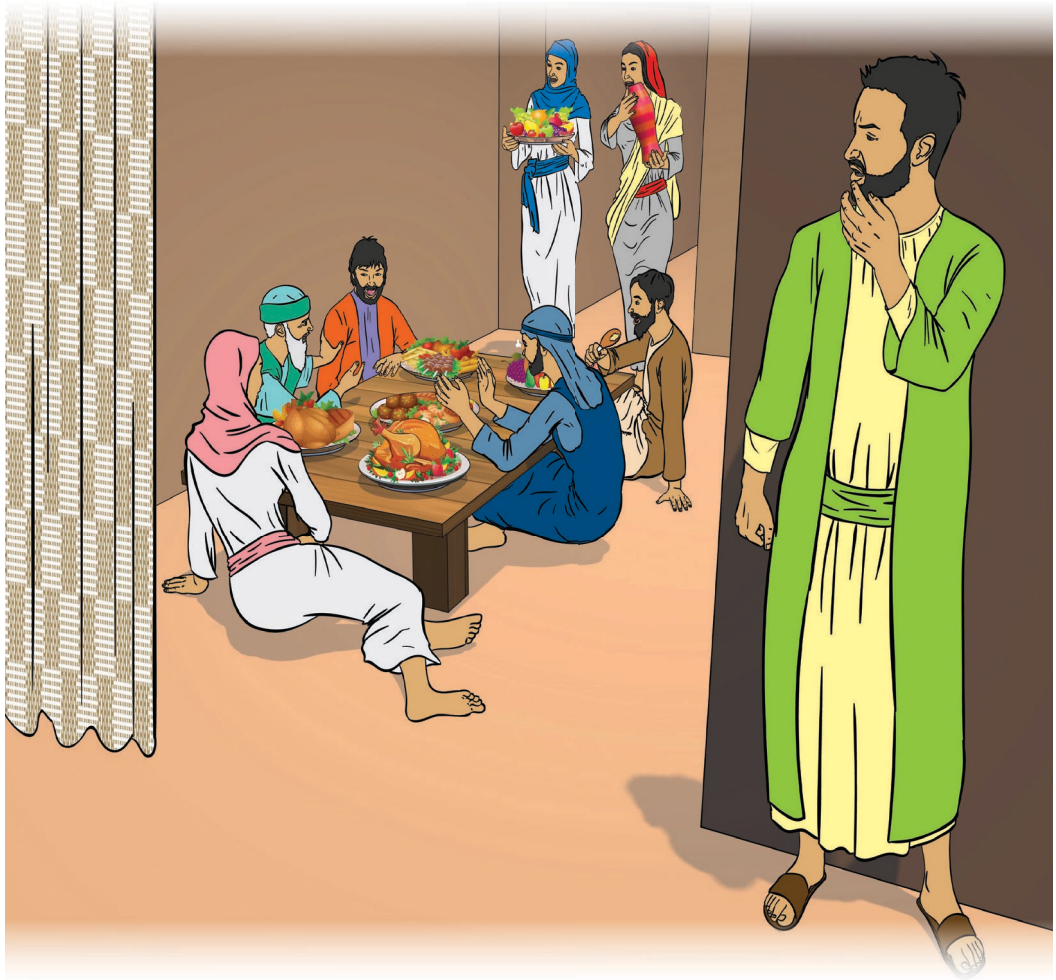
1. With your friend, look at the picture above.
2. Tell your teacher what is happening in the picture.

The father ran to his son. He hugged and kissed him. The son asked for forgiveness from God and his father.



Celebrating a party

The younger son was given the best clothes, shoes and a ring. They killed a fat calf and had a party. They started celebrating.



Pair work

1. With a friend, draw the prodigal son smartly dressed.
2. Colour the prodigal son.
3. What would you do if you were the elder brother?



Group work

1. In groups of four, dramatise the story of the prodigal son.
2. Point out the prodigal son from the play.
3. What do you learn from this story?

The big fish swallows Jonah (Jonah 1:1-17)

Jonah was sent by God to Nineveh. He ran away from the Lord and headed to Tarshish. Jonah asked for forgiveness from the Lord. God forgave him.





2



3



4



Group work

1. Look at the pictures above.
2. With your friend, talk about what you can see.
3. Tell your teacher what you have talked about.

Roles and responsibilities

Activity 3

Look at the pictures below.





1. Write down what the people are doing.
2. Discuss with your friends the roles of family members.
3. Write in your books what you have discussed.



Learning point

There was a man who had two sons. The younger son asked his father to give him his share of property. He left to a far way country. He wasted his property foolishly. He returned to his father and asked for forgiveness. His father forgave him. We should forgive those who wrong against us.

Check your progress

Fill the gaps

- i. The man had _____ sons.
- ii. The _____ son asked for his share of the property.
- iii. The _____ went to a far away country.
- iv. The father was _____ to have his son back home.
- v. The younger son _____ to have _____ sinned against his father.

Activity 4

1. In groups of five, role play how the prodigal son spent his money.
2. If you were the father, what would you do?
3. What do you learn from this story?

Activity 5

Say the following poem

I forgive you my son,
I forgive you my daughter,
I forgive you my friend,
I forgive all who wrong me,
We should forgive all who wrong us,
Because God forgives us all.



Remember

To forgive others.

Glossary

Servant-	A person who helps others.
Hunger-	Shortage of food.
Feast-	A celebration or a party.

Unit 4

The Story of Samuel

Key Words

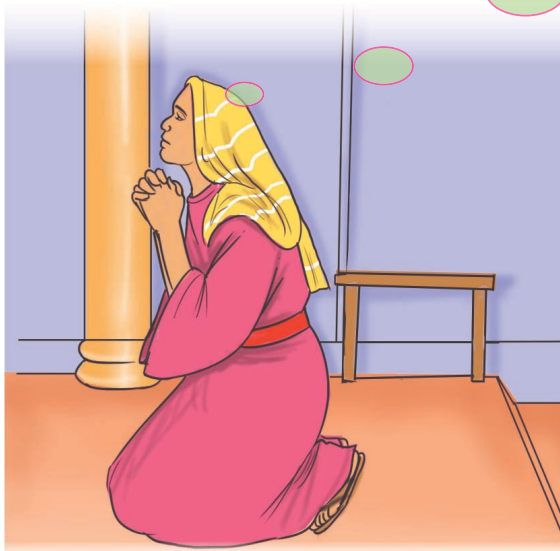
Servant, sanctuary, wean

The story of Samuel (1 Samuel 1:1-28)

Hanna praying

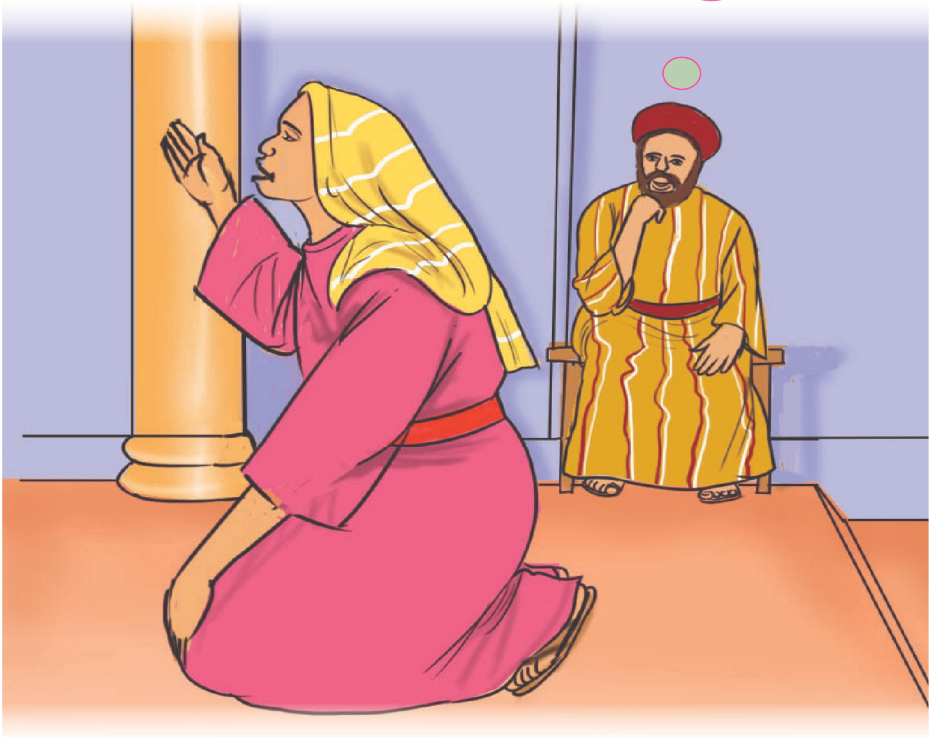
There was a man called Elikanah. He had two wives, Peninah and Hannah. Peninah had children but Hannah had none. Hannah prayed to God to give her children.

Lord of heavens, see how I feel.
Remember me! Don't forget me!
If you give me a son, I will give
him to you all his life.



There was an old priest called Eli. He lived in the temple. He saw Hannah praying and thought she was drunk.

Stop getting drunk! Throw away
your wine!



Read the following flash cards with the help of your teacher.

No I am not drunk. I am praying like this because I feel bad.



Go in peace. May God give you what you have asked him for.



Activity 1

1. In pairs, role play how Hannah prayed to God.
2. Show how Eli responded to Hannah.
3. What do you learn from this story?

Check your progress

1. What did Hannah promise God if He gave her a son?
2. What did Eli tell Hannah when he saw her praying?

The birth and dedication of Samuel (1 Samuel 1:19-28)

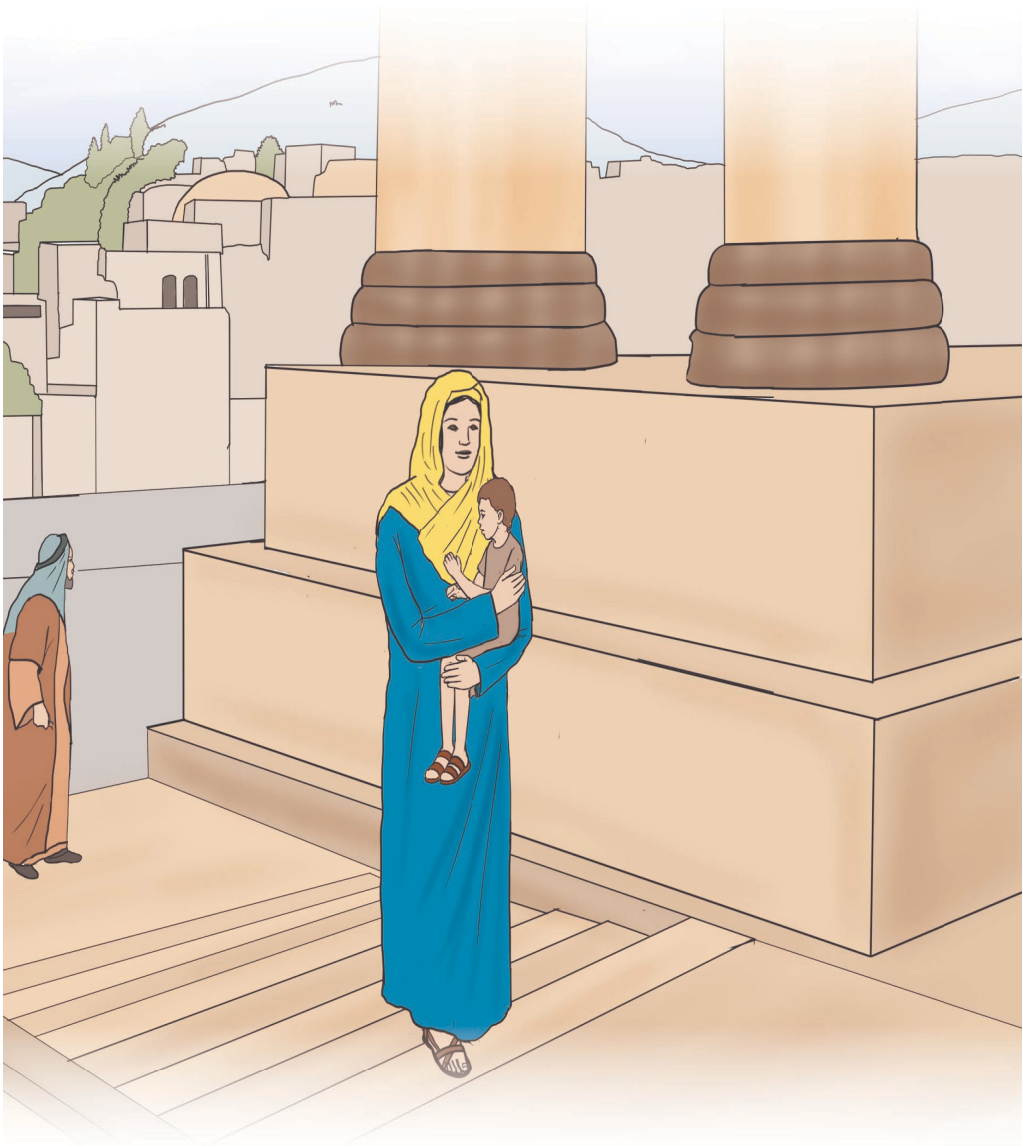
Hannah gave birth to a son. She named him Samuel, because she asked the Lord for him.



Homework

1. Ask your parent or guardian how a new born baby is celebrated in your community.
2. Tell your friend what you learned from home.
3. Talk about ways of celebrating new born babies in our community.

Elikanah went to Shiloh to offer sacrifices. Hannah did not go with him. She stayed at home to take care of her son.



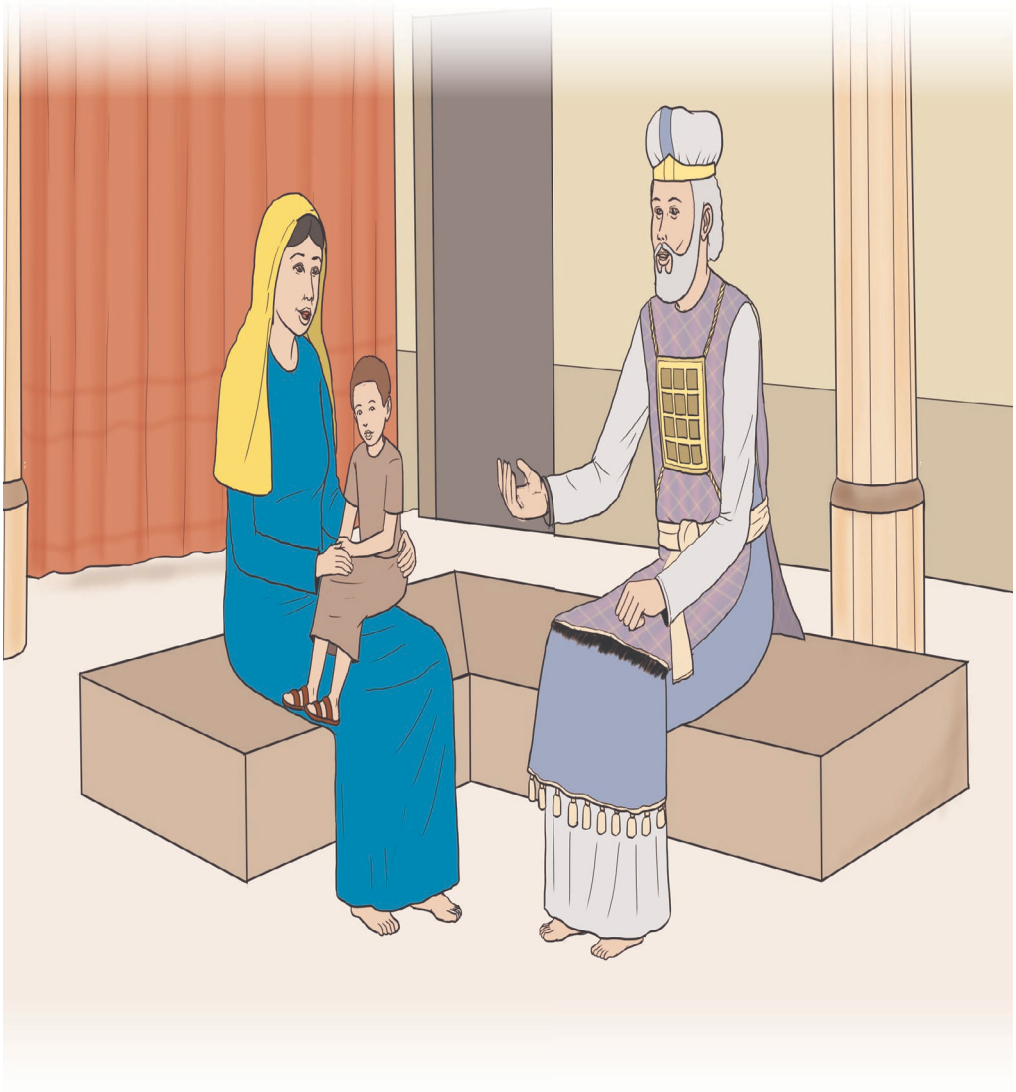
Activity 2

1. What is a festival?
2. Tell your friend about the festival you have ever attended.
3. Tell your teacher things you saw in the festival.

Hannah gives Samuel to God

When Samuel was old, Hannah took him to Shiloh.

They killed the bull for the sacrifice. Hannah brought Samuel to Eli.



I asked Him for this child, and He gave me what I asked for. So I am giving him to the Lord. As long as he lives, he will belong to the Lord. Then they worshipped the Lord there.



Homework

1. Ask your parent or guardian to tell you the meaning of your name.
2. Compare the meaning of your name with that of your friend.

Activity 3

Sing this song

Hannah's song of praise

The Lord has filled my heart with joy
I feel very strong in the Lord,
I am happy You have helped me.

1. Talk about the meaning of Hannah's song of praise.
2. What do we learn from this song?

The call of Samuel (1 Samuel 1:3-19)

Samuel was sleeping in the tent of the Lord. The lamp of God was still burning. The Lord called Samuel four times.



Samuel got up and went to Eli. Eli told Samuel to go and sleep. He had not called him. Samuel went back to sleep.

Go to bed. I have not called you.



Eli realised the Lord was calling Samuel. He told Samuel how to answer when the Lord calls him again.



The Lord came and stood there. He said, Samuel! Samuel!
Then Samuel answered as he was told by Eli.

Speak Lord, your servant is listening.



God told Samuel how He will punish the family of Eli. The sons of Eli spoke evil against God.

Activity 4

1. In groups of three, role play the call of Samuel.
2. Why did God call Samuel?



Learning point

Hannah had no children, she prayed to God to give her a child. Samuel stayed in the tent of the Lord with Eli. Samuel was called by God four times.



Homework

1. How many times did God call Samuel?
2. How did Samuel respond when he was called by God?
3. What did Eli advise Samuel to tell God when He calls him?
4. Tell your friend what God told Samuel.



Remember

To trust in God like Hannah.

Glossary

Miserable-	Very unhappy.
Take care-	To look after something.
Priest-	A religious leader who performs the rituals of a religion.

Unit 5

The Ten Commandments

Key Words

Murder, adultery, commandments

The Ten Commandments (Exodus 20:1-21)

School rules

Activity 1

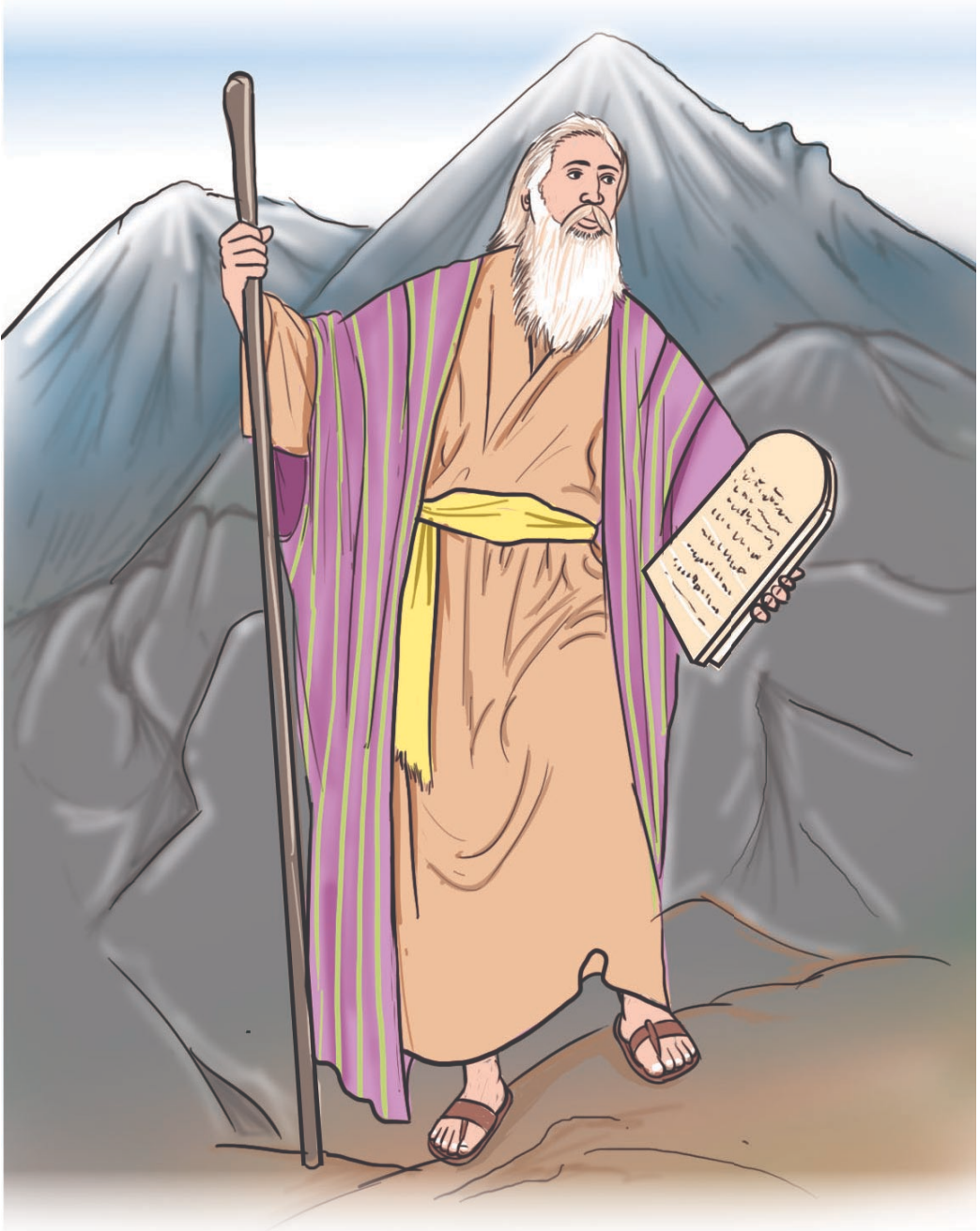
Look at the following picture.

1. Tell your friend what you see.
2. With a friend, talk about the school rules you know.
3. Tell your teacher how learners obey school rules.



The Ten Commandments

The Ten Commandments are rules that guide a Christian. God gave Moses the Ten Commandments at Mount Sinai.



Activity 2

1. Look at the picture above.
2. Tell your friend what you can see.
3. In groups of four, talk about the message we get from the Ten Commandments.

The Ten Commandments

1. Worship no other god but Me.
2. Do not make for yourselves images of anything in heaven or on earth or in the water under the earth.
3. Do not use My name for evil purposes.
4. Observe the Sabbath day and keep it holy.
5. Respect your father and your mother so that you may live long.
6. Do not kill.
7. Do not commit adultery.
8. Do not steal.
9. Do not tell lies about your neighbour.
10. Do not admire anything that belongs to your neighbour.



Group work

1. In groups of four, talk about ways of obeying the commandments of God.
2. With a friend, role play how Moses received the Ten Commandments from God.

1. Worship no other god but Me.



2. Do not worship idols.
3. Do not use my name for evil purposes.

4. Observe the sabbath day and keep it holy.



5. Respect your father and mother so that you may live long.





6. Do not kill.
7. Do not commit adultery.
8. Do not steal.
9. Do not tell lies about your neighbour.
10. Do not admire anything that belongs to your neighbour.



Learning point

Moses was called by God to receive the Ten Commandments at Mount Sinai. We should obey the commandments of God.

Summary of the Ten Commandments

1. Worship no other god but me.
2. Do not worship idols.
3. Do not use My name for purposes.
4. Observe the sabbath day and keep it holy.
5. Respect your father and mother so that you may live long.
6. Do not kill.
7. Do not commit adultery.
8. Do not steal
9. Do not lie about your neighbour.
10. Do not admire anything that belongs to your neighbour



Remember

God gave Moses the Ten Commandments at Mount Sinai.

Check your progress

1. Moses was given the Ten Commandments by _____.
2. Moses was given the Ten Commandments at Mount_____.
3. Observe the _____ day and keep it holy.
4. Respect your _____ and your _____.

Activity 3

Say this poem

The Ten Commandments,
Guiding all people,
Given to Moses,
By God.

Glossary

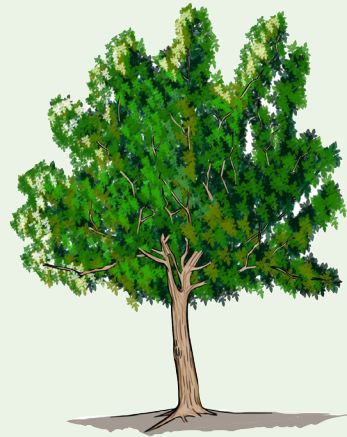
Commandment-	Rules that must be obeyed.
Steal-	TaKing away other people's items without permission.
Lie-	Not telling the truth.

Key Words

Parable, fig tree, faith

Activity 1

Look at the pictures below.



1. Identify the trees in the pictures above.
2. Name other trees that bears fruits.

Story of a fig tree (Mark 11:12-25)

Jesus was going back to the city in the morning.

He was very hungry. Jesus saw a fig tree by the side of the road. He went to it but found no figs on the tree



He told the tree to never again bear fruits. The fig tree dried up immediately.



1



2

Activity 2

1. Look at the pictures above.
2. Tell your friend what you see.
3. What is the difference between the two trees?

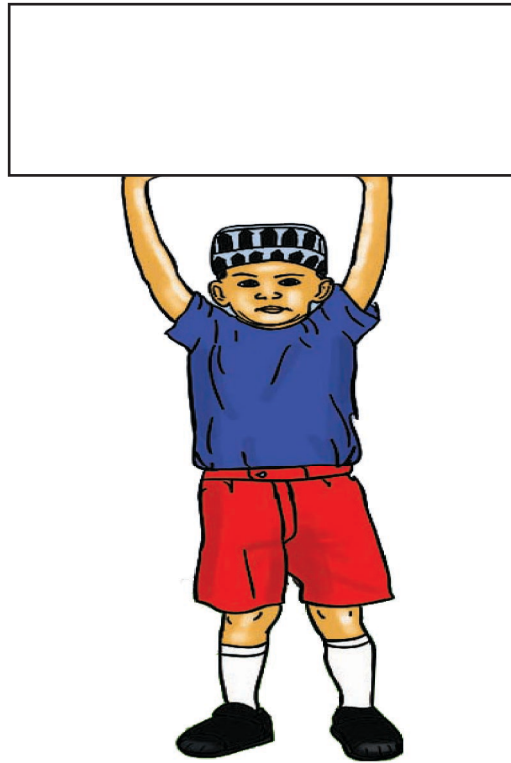
Jesus used this parable to teach his disciples about faith. He told his disciples to have faith in God.

up?



If you have faith, you will
do what i did to this tree.





Group work

1. As a class, discuss why Jesus cursed the fig tree.
2. What do you learn from this story?
3. Write down and show your teacher.

Activity 3

1. Draw Jesus looking at the fig tree.
2. Tell your friend what you have learnt from the story of the fig tree.
3. Tell your teacher what your friend has told you.
4. Compare this story with a local story about faith from your community.



Learning point

Jesus used parables to teach his disciples.

A parable is a story told about something. He used the parable of the fig tree to teach his disciples about faith.



Remember

Have faith in God.

Glossary

Parable-	A simple story used to show hidden spiritual meaning.
Fig tree-	A tree which bears fruits.
Disciples-	Followers of Jesus.
Faith-	To have belief in something.