



South Sudan

Secondary CRE

4

Teacher's Guide

Secondary CRE 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 students.

The book comprehensively covers the Secondary 4 syllabus as developed by Ministry of General Education and Instruction.

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

The Teacher's Guides provide:

- Full coverage of the national syllabus.
- A strong grounding in the basics of Christian Religious Education.
- Clear presentation and explanation of learning points.
- A wide variety of practice exercises, often showing how Christian Religious Education can be applied in real-life situations.
- It provides opportunities for collaboration through group work activities.
- Stimulating illustrations.



All the courses in this secondary series were developed by the Ministry of General Education and Instruction, Republic of South Sudan. The books have been designed to meet the secondary school syllabus, and at the same time equipping the students with skills to fit in the modern day global society.



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CRE

Teacher's Guide

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FOREWORD

I am delighted to present to you this Teacher's Guide, 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 Teacher's Guide 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, school textbooks and Teachers' Guides 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, the new textbooks and Teachers' Guides. 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 role as the Undersecretary, 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

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INTRODUCTION

The vision of education curriculum is to enable every citizen to become an engaged, empowered and ethical citizen. This will be achieved by providing every South Sudanese learner with the right standards in the skills and knowledge that they deserve, and which they need in order to thrive in life. This shall be accomplished through the provision of excellent teaching, school environments, resources and a sustainable visionary curriculum that provides every learner with high quality learning.

In order to do this, teachers must engage the pupils in exciting activities that allow them to use and progressively demonstrate the competencies.

This Teacher's Guide places the learner at the centre of learning. It provides pathways for identifying and nurturing the talents and interests of pupils early enough to prepare them for the world of work, career progression and sustainability.

Based on a competency based curriculum; the guide, as well as the pupils' book provide learning outcomes in knowledge and understanding, values and national cohesion and their integration into the curriculum.

The teacher should nurture the learner's potential through the learning pathways that are provided in this book. This is for the recognition of the learner's potential, gifts and talents.

The Book Structure

This Teacher's Guide is organised into two main sections. Part 1 is the general introduction section detailing pedagogical issues. Part 2 highlights the units just as outlined in the Pupil's Book. It gives in details the expected learning units, interesting teaching and learning activities, informative notes to teachers.

ORGANISATION OF THE TEACHER'S GUIDE

Each unit consists of the following:-

1. Unit
2. Learning outcomes
3. Key inquiry questions
4. Core competencies to be developed

5. Links to other subjects
6. Learning activities

1. **Units**

These are a wide range of topics or situations. In essence they are familiar with the pupils' experiences and the activities they do on a daily basis. These are accompanied by pictures that will motivate the pupils. Each unit is sub-divided into sub-units.

These represent the skills; values and attitudes. It is through the skills that pupils apply their learning and engage in higher order thinking. The teachers' guide ensures that they are functional. The pupils should experience the interdependence of the skills across the book and find relevance of what they learn in their day to day contexts.

3. **Learning Outcomes**

By the end of the course the learner should be able to:

- Acquire knowledge and demonstrate understanding of what they learn.
- Demonstrate skills acquired through reading, explaining discussions, tracing and comparisons.
- Demonstrate attitudes and values in order to appreciate and respect for other religious beliefs.

4. **Key inquiry questions**

The question statement is a comprehensive learning statement presented as a starting point. It is a question that is meant to make the pupils want to find out the solutions in the course of the lesson.

5. **Core Competences to be developed**

A competency based approach enables meaningful connections within and between subject areas. The seven core competencies to be achieved by every learner are:

- Communication and collaboration.
- Co-operation
- Critical thinking and problem solving.

6. Links to other subjects

It is important for pupils to gain an understanding of the interconnections between different subjects so that learning in each subject is reinforced across the curriculum. This platform does exactly that. It prepares the teacher to pass this information to the pupils so that they are aware!

7. **Learning activities** – Learning Activities are expected to engage pupils in an interactive learning process as much as possible (learner-centred and participatory approach). They outline guidelines on how to facilitate the learner's activities in a way that promotes the development of core competences, values, skills and attitudes. It also provides a way that the teacher can cater for the different special education needs with a consideration to the nature and requirements of the lesson. This section contains suggestions of remedial activities for slow pupils too. The teacher is also guided on how to instruct with approach to PCIs.

Suggestions on when to arrange the pupils in groups have been made in this teacher's guide. It is encouraged to group the pupils during all lessons. This is because it allows all pupils to participate and develop their communication skills.

However bear in mind the special educational needs, gender balance, and the ability of the members. Ensure minimum movement when grouping the pupils and encourage them to speak quietly so that they are able to listen to one another.

The Teaching Process

At every grade structured in units, they are further broken down into lessons.

- A lesson is aligned with the number of activities.
Each lesson has learning outcomes whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the pupils.
- Some learning outcomes focus on knowledge and understanding. These are associated with Lower Order Thinking Skills or LOTS.
- Other learning outcomes focus on acquisition of skills, attitudes and values. They are associated with Higher Order Thinking Skills or HOTS. These learning objectives are actually considered to be the

ones targeted by the new curriculum. For example;

There are Learning Activities that are expected to engage pupils in an interactive learning process as much as possible (learner-centered and participatory approach). This section also contains suggestions of remedial activities for slow pupils. There are suggestions of activities and written exercises for fast pupils, too. In this digital era there are activities where computer devices are necessary.

Each lesson has Links to other subjects, its Assessment Criteria and the Materials (or Resources) that are expected to be used in the teaching and learning process.

Activities for Oral lessons

- Conversations, dialogue and discussions
- Responding to simple instructions,
- Drama and role play
- Songs
- Story-telling

Teaching Methods in CRE

It is important to discuss some of the methods commonly used during instruction of the CRE language. These are:

- (i) Demonstration
- (ii) Questioning technique
- (iii) Role play
- (iv) Individual work
- (v) Discussion
- (vi) Discovery

These methods have their own merits when used at the right moment and for the appropriate audience. An attempt has been made to spell out how and when to make use of some of the methods outlined in the teaching of CRE.

(i) Demonstration

When the pupils are expected to use teaching aids, make models or draw pictures, it is necessary for the teacher to demonstrate first what he or she expects of them. When the teacher is demonstrating, say for example how a game is done, he or she is to ensure that all the pupils can see what he or she is doing.

It may be necessary to call the pupils around the demonstration table for all to see. During demonstration, he or she could ask some pupils to help in handling and setting up the teaching aids. The teacher should then outline the procedure he or she expects the pupils to follow as they carry out their projects either individually or in groups.

(ii) Questioning technique

This is one of the most important methods of teaching and finds its application in nearly all subjects in a school. Good mode of questioning will fulfill several important aspects of a lesson:

- Increases pupil's participation.
- Reduces teacher talk considerably.
- Creates enthusiasm and motivation in the pupils.
- Encourages creative thinking.
- Develops skills in organisation of ideas.
- Keeps the class active and lively.
- Promotes interaction between the teacher and his or her pupils, among the pupils and with teaching aids.

When a teacher asks a question to one of his or her pupils and the pupil gives a wrong answer, the teacher should not say 'no' or rebuke the pupil. This withdraws the pupil from further learning and concentration, because his or her answer was honest based on what he or she thought was right. Instead, the teacher should follow the pupil's answer to detect any reason that led to his or her wrong answer. In this process the teacher will discover where the pupil went wrong and help him or her.

Alternatively, the teacher's question could have been ambiguous or vague and as a result he or she will need to rephrase his or her question.

(iii) Role play

This method can be applied in teaching of speaking, listening and reading skills. The teacher can ask pupils to act out a dialogue in small groups and then demonstrate before the whole class. This method enables pupils to fully interact with one another and with the teacher during the lesson.

(iv) Individual work

Individual work by pupils begins when the teacher assigns a few problems to them during class work. This is the application session whereby every individual pupil is expected to work on his or her own.

During this session, the teacher moves round the class marking pupil's work and giving individual attention to those in difficulties. Individual work is then extended to the homework assignment where the pupils will be expected to solve problems outside the classroom. Individual work encourages the pupils to go through learnt concepts alone. This reveals to the teacher how a pupil would perform after instruction. It is possible to conclude whether the lesson achieved the expected objective or whether a remedial lesson is needed.

(v) Discussion

In discussion, a teacher acts as a facilitator during pupil's interaction. He or she poses the topic for discussion and acts as a resource person. Discussion educates and trains the pupils to apply knowledge, think critically, solve problems easily and obtain relevant information easily and make pertinent decisions.

An effective discussion is characterised by the following

- (i) A group atmosphere should prevail where all are actively involved.
- (ii) Participation should be critical and reflective with lots of cooperation.
- (iii) All in class should share in decision making and conclusions reached.
- (iv) The teacher's role is that of a guide and sometimes that of a facilitator.

(vi) Discovery method

Through manipulation of teaching aids and a study of a number of patterns and relationships, pupils discover concepts in CRE. Discovery can arise through organised work and discussions.

Note:-

The two most important documents in planning to teach are the schemes of work and the lesson plan.

Grouping Pupils

Grouping pupils for learning has increasingly become popular in recent years. In fact, the shift from knowledge-based to competence curriculum will make grouping the norm in the teaching process. Grouping pupils can be informed by one or all of the following:

- (a) Similar ability grouping
- (b) Mixed ability grouping
- (c) Similar interests grouping
- (d) Needs grouping
- (e) Friendship grouping
- (f) Sex grouping

Grouping pupils has several advantages such as

- (a) The individual learner's progress and needs can easily be observed.
- (b) The teacher–learner relationship is enhanced.
- (c) A teacher can easily attend to the needs and problems of a small group.
- (d) Materials that were inadequate for individual work can now easily be shared.
- (e) Pupils can learn from one another.
- (f) Cooperation among pupils can easily be developed.
- (g) Many pupils accept correction from the teacher more readily and without feeling humiliated when they are in a small group rather than the whole class.
- (h) Pupils' creativity, responsibility and leadership skills can easily

be developed.

- (i) Pupils can work at their own pace.

The type of “grouping” that a teacher may choose depends on:

- (a) The topic or task to be tackled.
- (b) The materials available.
- (c) Ability of pupils in the class (fast, average, slow).

However, the teacher must be flexible enough to adjust or change his or her type of grouping to cope with new situations. There is no fixed number of pupils that a group must have. This again will be dictated by such factors as the task to be done, the materials, characteristics of pupils in your class, size and the space available. However, groups should on average have between four to seven pupils. You can also resort to pair work depending on the nature of the content being taught at the time.

There is no one method or approach to teaching that is appropriate to all lessons. A teacher should, therefore, choose wisely the method to use or a combination of methods depending on the nature of the topic or subtopic at hand.

Important Attitudes In Learning Of CRE

a) In pupils

There are certain useful attitudes, which the teacher should help to develop in the pupils as they learn CRE. CRE is expected to make an impact on a learner’s general behaviour and approach to life.

Practical approach

To problem solving. Pupils should seek answers to their questions and problems by finding out wherever possible.

- **Responsibility**

A learner should be responsible enough to affect tasks apportioned and take good care of items and objects during and after an investigation.

- **Cooperation**

Pupils will often be working in groups while role-playing and need therefore to cooperate with all other members of the group.

- **Curiosity**

Pupils should have a curious attitude as they observe things and events around them. This is the first step towards solving a problem.

- **Self-confidence**

Pupils should have the will to attempt to solve a problem. The feeling of self-confidence can be strengthened in young pupils if they experience many small successes that win approval and encouragement from the teacher. The problems which pupils attempt to solve should not be so difficult that they lead to frustration.

- **Honesty**

As they make observations, record, analyse results and draw conclusions.

- **Patience**

Pupils should be patient with each other as other pupils may be quick to answer and others slow to understand.

b) In teachers

- Engage students in a variety of learning activities.
- Apply appropriate teaching and assessment methods.
- Adjust instructions to the level of the learner.
- Encourage creativity and innovation.
- Make connections or relations with other subjects.
- Show a high level of knowledge of the content.
- Develop effective discipline skills to manage the classroom adequately.
- Be a good communicator.
- Be a guide and counselor.
- Have strong passion for children, teaching and learning.

Teaching Resources

These refer to things that the teacher requires during the teaching process. They include:

- The Bible
- The classroom
- Textbooks
- Wall charts. Cards, pictures and wall maps
- Classroom objects
- Models
- Resource persons
- Social facilities such as health centres, mosques, other learning institutions and community organizations.
- Enterprises such as agricultural farms, industries and others.

Conclusion

This Teacher's Book has been written to help you guide pupils to learn CRE.

- Encourage and guide pupils in reading the Biblical texts.
- Go through the expected learning objectives – this should help guide the manner of teaching.
- Read through the lesson in advance to get an overview of the content to be covered.
- Form a mental picture of the learning activities and the ways in which you will
- Interact with pupils when dealing with the suggested activities.
- Collect the materials that will be needed during the lesson in advance.

Religious education S4		Unit 1: Religious Approaches to Modern Science, Technology and the Environment
Learn about		Key inquiry questions
<p>Learners should research modern science, technology, and the environment. Examine the contribution of modern science to the Proclamation of the Good News of Christ. They should in groups explore aspects of modern science and technology that are rejected by some Christian sects (e.g. blood transfusion, organ transplant, genetic engineering, plastic surgery and euthanasia).</p> <p>Discuss the challenges of modern science and technology to the environment and to faith (e.g. pornography films, pollution and desertification).</p> <p>They should research texts, talk to experts and where possible use the internet to explore the ways in which modern science and religion can work together.</p>		<ul style="list-style-type: none"> How have modern science, technology and the environment contributed towards the proclamation of the Good News of Christ? What are the challenges of modern science and technology to the environment and to religious faith? What are the possible ways towards creative co-operation with modern science and religion?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Identify aspects of modern science that are rejected by some religious sects Describe the ways in which modern science and religion can co-operate productively Classify the responsibility of Adam and Eve. Describe the fall of humankind (Genesis 3) Explain the result of sin in Genesis 3. 	<ul style="list-style-type: none"> Discuss the contribution of modern science, technology and the environment to the proclamation of Christ Discuss the challenges that modern science poses to religious faith. Explain the merits and demerits of modern science to society. Trace the origin of sin in the Bible and in African traditions. 	<ul style="list-style-type: none"> Appreciate the factors that contribute to environmental conservation. Value the factors of modern science that promote the proclamation of the Good News of Jesus Christ.
Contribution to competences: Critical thinking: Through looking at ways in which modern science and religion can co-operate. Communication: Through reading, sharing ideas, opinions in the groups. Co-operation: Through group work respecting and appreciating others ideas and views.		

Assessment opportunities

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

An outline of the learning

The main content covered in this unit include: the meaning of modern science, technology and environment, the contributions of modern science to proclamation of the Good News of Christ, aspects of modern science and technology rejected by some Christian sects (e.g. blood transfusion, organ transplant, genetic engineering, plastic surgery and euthanasia), the challenges of modern science to the environment and to faith (e.g. pornographic films, pollution and desertification), ways in which modern science and religion can work together and the merits and demerits of modern science to society.

Using the Learner's Textbook

The book contains information that appears both in words and pictures. Help the learners by reading with them during the lessons. This will help them in their development as students.

The activities and questions in this unit are useful as they bring the learner closer to what they are supposed to learn.

You can have charts and photographs to supplement the information in the textbook.

The student competencies

Critical and creative thinking

Learners have also been asked to work in groups and sometimes in pairs. This is geared at promoting opportunities for co-operation and also teamwork.

The discussions in groups and the presentations of the discussed work offer them an opportunity to communicate.

The content under study as well gives the learners the chance to understand who they are as citizens of South Sudan.

Cross-cutting issues

The unit contributes to scientific skills and environmental awareness by studying various forms in which modern science and technology has enhanced evangelisation. Observation, creative and critical thinking will be achieved as the learner will be explaining and discussing in groups and pairs.

Environment is a key learning resource. Being readily available, will enable learners acquire the skills of observation and analysis.

Meaning of modern science, technology and environment and the contribution of modern science to proclamation of the Good News of Christ

Information for the teacher

Let the learners discuss in pairs the meaning of science, technology and environment. Ask learners to share what comes to their minds when they hear the words, science, technology and environment.

Expect learners to discuss the advantages of modern science, technology to the environment.

In pairs, ask the learners to share experiences of how science and technology is used in their church.

In groups, ask learners discuss how the word of God is passed to different people in South Sudan, this will bring in the application of technology in pastoral work.

Set the learners in groups to discuss the contribution of modern science to the proclamation of the Good News of Christ. Ask them to relate the role of social media in evangelisation. Each group report to the entire class their findings.

Let the learners discuss the role of the media in spreading the word of God.

Let learners name the TV programs and explain how they contribute to the spread of the word of God in the country.

Activity 1.1

Ask the learners to look at the pictures on page 1. Let them identify the pictures and talk about what they can see. Let them relate the pictures to modern science, technology and environment. This activity aims to familiarise learners with aspects of modern science and technology

Activity 1.2

Ask the learners to discuss the following:

- a) Science
- b) Technology
- c) Environment

Ask them to share benefits of modern science and technology to environment.

Let them relate modern science to religion.

Ask the learners to make short presentations briefly.

Expected responses

Science is the knowledge of facts of the nature, behaviour of materials and the physical univers based on observation, experiment and measurement.

Technology refers to application of scientific knowledge for practical purposes.

Environment is the external surroundings or conditions in which a person, animal, plant or objects lives.

Note: During their group discussion, they should bring in the aspect of religion. Learners to relate the influence of modern science and technology to religion.

Assessment opportunities

Observation

Observe the learners as they discuss, can they define the terms?

Conversation

Talk to them, can they understand the importance of technology?

Product

Can the learners relate technology to religion?

The contribution of modern science to proclamation of the good News of Christ.

Information for the teacher

Modern science and technology has made evangelisation effectively and efficient. There are various forms of modern science and technology which have been included in worship. For instance, the role of social media in evangelical work depends greatly on technology.

Group work

Ask the learners to look at the picture on page 2. Let them identify the aspect of modern science and technology from the picture. Ask them also to explain the contribution of the following technological advancement in evangelisation.

Activity 1.3

Ask the learners to read the story on the activity 1.3 on page 3. Put learners into groups of five and let them discuss how technology is used in churches in our country today. Ask the learners to discuss the importance of modern science and technology to the church. In the same groups, ask learners to identify the contribution of modern science in spreading the gospel from the story. Let the learners explain why the congregation was able to hear the gospel and see life pictures.

Activity 1.4

Ask learners to discuss the significance of the advancement in technology to evangelism. Let them explain the advantages of public address system in worship. Ask them to explain the significance of piano in worship.

Aspects of modern science and technology rejected by some Christian sects (blood transfusion, organ transplant, genetic engineering, plastic surgery and euthanasia)

Information for the teacher

Ask learners discuss in groups the disadvantages of science and technology.

They should explore aspects of modern science and technology that are rejected by some Christian sects (for example, blood transfusion, organ transplant, genetic engineering, plastic surgery and euthanasia).

Let learners discuss why the church rejects blood transfusion, organ transplant, genetic engineering, plastic surgery and euthanasia.

Allow the learners to present and compare their findings.

Activity 1.5

Ask learners to identify aspects of modern science and technology in the society. Let them discuss the approaches to these aspects. Ask the learners to explain why Christians reject some of the modern science and technology in the society. Put them in pairs to write down aspects of modern science and technology rejected by some Christian sects.

Assessment opportunities

Observation

Observe the learners as they discuss, can they argue positively about science and religion? What of some of the aspects of modern science and technology by some christians?

Conversation

Talk to them, can they tell you why Christians are against some scientific aspects? Can they explain well about the aspects?

Product

Can the learners relate technology to religion?
Look at the presentation of their work in class.

Blood transfusion(Christian view on blood transfusion. Christians are against blood transfusion)

Information for the teacher

Ask learners to research on ways in which modern science and religion can work together.

Let them talk to experts and where possible use the Internet to explore the ways in which modern science and religion can work together.

In groups, ask learners to discuss ways in which modern science and religion can work together. Ask them to compare what they have learnt and present to the class. Invite an expert of religion and modern science and technology to talk about ways in which modern science and religion can work together. Ask learners discuss how religion supports modern science and how modern science support religion.

Group work

Ask the learners to tell you what a blood donation is. Ask them to discuss the precautions for blood donation. Let them tell you what they think it makes people to donate blood.

Pair work

In case the learners will access internet or library, ask them to research on the precautions before blood transfusion. What do the learners think it should be done before blood transfusion? Ask them to read the text on the precaution and explain on the precaution.

Activity 1.6

Ask the learners to look at the picture on page 7 and describe what is happening in the picture. Let them write down precautions that they think it should be taken before the process in the picture.

Debate

Organise the learners to hold a debate on the topic, "Science and technology is necessary in our modern society."

Ask them to argue on important issues that science brings to our lives.

Moderate the debate session and ensure all learners participate.

Organise learners to hold a debate on the topic "Aspects of modern science and technology rejected by Christian are good."

Pair work

Put learners into pairs. Let them compare and contrast reasons why some Christians support blood transfusion and the reasons why they are against it. Ask them to tell you what they have learnt from the comparison.

Organise them into groups of five; let them explain what an organ transplant is. Ask them also to discuss Christian approach on organ transplant.

Assessment opportunities

Observation

Observe the learners as they discuss, can they tell what blood transfusion is?

Conversation

Talk to them, can they tell you why Christians are against blood transfusion?

Product

Can the learners be able to explain why christians are against blood transfusion?

Organ transplant

Christian view on organ transplant

Information for the teacher

Ask learners in groups to define organ transplant.

Ask them to discuss the Christian view of organ transplant.

Ask them to explore reasons why some Christians support organ transplant while others are against organ transplant.

Pair work

Arrange the learners into pairs. Ask them to carefully read about blood transfusion and organ transplant. After reading, let them compare between blood transfusion and organ transplant. Ask them to write down their points and share with the rest of the pairs. Have a look at what they have written , do they understand what they are doing?

Activity 1.7

Ask the learners they imagine his or her parent is suffering from kidney failure, and the doctors have advised him or her to get a kidney transplant. Will they support the doctor's advice? Let each of them justify his or her answer.

Assessment opportunities

Observation

Observe the learners as they discuss in groups. Can they identify organs that can be transplanted in human beings?

Conversation

Talk to them while in groups and as a class. Can they tell you why some Christians are against organ transplant? Stimulate curiosity to find out about organ transplant.

Product

Can the learners be able to make brief notes on christian approach to organ transplant? Check on communication skills. Encourage proper pronunciation during discussion.

Genetic Engineering

Information for the teacher

Ask learners to discuss genetic engineering. During their discussion, they will explore benefits of genetic engineering against the disadvantages of genetic engineering. Let them explore information on Christian view of genetic engineering.

Activity 1.8

If the learners can access the internet or library, let them research on genetic engineering. Ask them to explain how scientists use genetic engineering in gene-modification. Guide the learners also to discuss Christian approach on genetic engineering.

Pair work

In pairs let the learners explain to their friend what they have learnt about genetic engineering. Ask them to share with the rest of the pairs.

Individual work

Individually ask the learners to read the text on benefits of genetic engineering. Let them identify the benefits from the text. Ask them to write down so that you can have a look at it to see if they have identified the right points from the text.

Organise learners to debate on the topic "genetic engineering has more benefits than harm." One group to be opposers and the other to be proposers. Ask one of them to write down the points for the opposers and the other to write down for the proposers. Let them present the points after the debate.

Activity 1.9

Ask the learners to talk about advantages of genetic engineering. Let them write the points and present to the class what they have learnt.

Pair work

Ask the learners to read the text on advantages and disadvantages of genetic engineering. Let them compare and contrast the advantages and disadvantages of genetic engineering. Have a look at their work.

Group work

Organise learners into groups of five. Ask the learners to discuss if they think genetic engineering will end the increasing food insecurity in sub-Saharan countries. Ask them to discuss as a Christian do they support the large scale production of GMO food.

Assessment opportunities

Observation

Observe the learners as they discuss, can they define genetic engineering?

Observe them as they identify GMO food. Can they give examples?

Conversation

Talk to them, can they tell you why some Christians are against genetic engineering?

Listen to their argument and presentation regarding the role of GMO food in the society.

Product

Can they explain correctly about genetic engineering?

Plastic Surgery

Christian view on plastic surgery

Information for the teacher

In pairs, ask learners to define plastic surgery.

Ask them to discuss in their groups the reasons for and against plastic surgery.

Let them discuss the Christian view on plastic surgery.

In a class discussion, ask the learners to identify possible effects of plastic surgery on human beings.

Activity 1.10 (learner's book page 14)

Ask learners what a plastic surgery is. Let them discuss the effect of plastic surgery on human body. Ask them to look at the pictures on page 13 and explain what they think is happening.

Group work

Organise learners into groups of five, let them read about plastic surgery and bleaching. Ask them to compare and contrast plastic surgery and bleaching. Let them write down their points and share with the rest of the group members.

Activity 1.11 (learner's book page 16)

Organise learners into groups of five, ask them to discuss possible dangers of plastic surgery to an individual. Let them share with the rest of the groups. After sharing ask them to combine what they have discussed and present in class.

Plastic surgery is the process of reconstructing, repairing or improving of body parts that are damaged, disease or unsatisfactorily shaped with pieces of skin or bone taken from other part of the body.

Assessment opportunities

Observation

Observe learners as they identify instances where plastic surgery is applied. Can they identify the consequences of plastic surgery?

Conversation

Talk to them, can they tell you why some Christians are against plastic surgery?
Listen to their communication skills during presentation.

Product

Can they explain correctly the meaning of plastic surgery? Share answers in class.

Bleaching or toning

Christian view on bleaching

Pair work

Organise learners into pairs, in their own understanding; what do they have to say about bleaching? Let them explain how will they advice someone who has bleached himself or herself. And in the case of someone who wants to bleach, which advice do they have to give them.?

Assessment opportunities

Observation

Observe learners while they are discussing about bleaching.
Do they understand what bleaching is? Can they identify instances where bleaching is applied?

Conversation

Talk with the learners about bleaching.
Can every learner be able to explain what bleaching is and the effects? Enhance communication skills and teamwork during group discussion.

Product

Look at their work in class.
Can they understand what bleaching is?
Are they able to explain the effects?
Check on their presentation skills

Euthanasia

Christian view on euthanasia

Information for the teacher

Ask them to argue the points for and against euthanasia.

Ask them to explore the Christian view of euthanasia.

Lead them to discuss dangers of euthanasia. The information in the learner's book can be helpful to them.

Lead the learners in making a class presentation on what they have discussed. Give each group brief discussion time so that all groups can present their work. Allow questions during discussion and encourage group discussion.

Activity 1.12 (learner's book page 18)

Invite a resource person to come to school to talk about Euthanasia. Organise learners to listen to the resource person and write down some notes. Let them identify reasons why euthanasia is supported apart from the one discussed. Ask them to tell you what they have learnt from the resource person.

Word search

Ask learners to individually search for aspects of modern science and technology rejected by some Christian sects in the word search in the learner's book. Expected answers: blood transfusion, organ transplant, genetic engineering, plastic surgery, bleaching, Euthanasia.

Assessment opportunities

Observation

Observe the learner s as they discuss, can they define euthanasia?

Conversation

Talk to them, can they tell you why some Christians are against euthanasia?

Merits and demerits of modern science to the society

Information for the teacher

Ask learners talk about how modern science has benefited them in pairs.

Ask learners to discuss the advantages of modern science and technology in groups.

Let learners discuss the disadvantages of science and technology.

Let them to share experience of how science and technology have benefited them and disadvantaged them.

Allow learners to present and compare their findings.

Debate

Organise learners to hold a debate on the motion 'Modern science has brought more harm to the society'. In the debate, learners should debate on benefits and consequences derived from modern science.

Assessment opportunities

Observation

Observe learners as they identify aspects of modern science and technology. Can they give merits and demerits?

Conversation

Talk to learners while in groups and as a class. Enhance communication skills and teamwork.

Product

Learners to discuss merits and demerits of science and technology. Encourage co-operation learning.

Challenges of modern science to the environment and to faith (pornographic films, pollution and desertification)

Information for the teacher

Let the learners discuss in pairs the disadvantages of science and technology.

Ask the learners to discuss the challenges of modern science and technology to the environment and to faith (for example, pornography films, pollution and desertification).

Let the learners discuss the role science and technology plays in environmental pollution.

Ask the learners to discuss the role of science and technology in spreading pornography and explain the effects of pornography to Christians.

In groups, let the learners discuss how science and technology has contributed to desertification.

Allow the learners to present and compare their findings.

In groups ask the learners to discuss how the challenges of modern science and technology to the environment can be eradicated.

Some of the young people watch pornographic films due to the following reasons:

1. Negative influence from peers.
2. Permissiveness in the society.
3. Poor parenting.
4. Curiosity to watch them.

5. Availability of electronic machines used to watch them.
6. Western influence.

Activity 1.13

Ask the learners to identify the aspects of modern science and technology in the society.

Ask them to discuss and make their brief presentations to the class about challenges and how it can be solved.

Group work

In groups ask learners what they understand by pornography. Let them identify effects of pornography in the modern society. Ask them to discuss pornography as the cause of immorality in school. Guide them to discuss relevant causes.

Activity 1.14

Let learners find out the reasons that make young people to watch pornographic films. Ask them to write down their points and compare with their friend to see what they have written.

Organise learners to debate on the motion "The current increase in immorality and sexual dissipation is due to modern science and technology" one of them to write down the points to present after the debate.

Assessment opportunities

Observation

Observe the learners as they discuss. can they give any disadvantage of science to the society? Ask them to identify challenges of modern science and technology to the environment.

Conversation

Talk to them, can they tell you any aspect of science and technology in the society? Listen to their presentation skills. Appreciate their work and encourage teamwork and corporation learning.

Product

Can the learners be able to identify the effects of modern science and technology in the society?

Pollution and desertification

Activity 1.15

Put learners into groups of five. Ask them to define the meaning of pollution and desertification.

Let them find the causes of pollution and desertification. Have a look at their findings. Expected answers are: pesticides, insecticides, herbicides, industrial waste, fertilisers, ultra-violet rays from nuclear plants, dust, smoke, noise, waste heat, radioactivity and electromagnetic pulses, exhaust gases from automobiles and industries.

Activity 1.16

Ask learners to identify types of pollution on the environment. Let them discuss the effects of pollution on the environment and find out possible solution for reducing pollution.

Pair work

Put learners into pairs to discuss Christian approach to pollution and measures that are put in place to control pollution.

Activity 1.17

In groups of five, ask learners to discuss in class the causes of land pollution, Air pollution, Water pollution and write them down so that they can present in class for comparison.

Activity 1.18

In groups of four, ask the learners to talk about the effects of water pollution. Let them write down the possible solutions for the effects of water pollution. Ask the learners to compare what they have written with the rest of the members in class.

Pair work

Put learners into pairs. ask them to compare and contrast land pollution, air pollution, water pollution and noise pollution. Let them share their work with the rest of the pairs.

Activity 1.19

Let learners find out the meaning of desertification. Invite a geography teacher to talk to the learners about desertification. Learners should write down what they have learnt from the talk.

Group work

In groups of five, find out factors that contribute to desertification in our country and ways of controlling it. Ask the learners to find out during their free time regions that have been affected by desertification using a world map. Let them talk about the effects in class.

Activity 1.20

Organise learners to debate on the motion "modern science and religion can work together." Watch the learners as they debate.

Activity 1.21 on page 27

Let them also hold a debate on the motion "modern science and technology has brought more benefits to the society than harm."

Activity 1.22

Ask learners to imagine they have been invited as a guest speaker to speak on demerits of modern science and technology to the society. Let each one of them write a speech that he or she will give as a speaker.

Assessment opportunities**Observation**

Observe learners while debating. Can they debate well with relevant points?
Can they identify the effects of pollution and desertification?

Conversation

Talk to the learners while discussing. Do they understand what pollution and desertification?
Do they understand the causes and the effects? What of the solutions? Listen to their argument and explanation. Enhance teamwork and corporation learning.

Product

Look at their work in class.
Do they understand the causes, effects and solutions of pollution and desertification?
Share answers in class.

Religious Approaches to Wealth, Money and Poverty

Religious education 54		Unit 2: Religious Approaches to Wealth, Money & Poverty
Learn about		Key inquiry questions
<p>Learners should research religious approaches to wealth, money and poverty. They should discuss with the teacher the African traditional views on wealth and poverty. They should find out how people in Africa acquire their wealth and the causes of poverty in Africa.</p> <p>They should discuss the impact of the introduction of a monetary economy in Africa. They should explore the Biblical teaching on wealth, money and poverty. (Genesis 1: 26-17; 26-30, 2: 15-16, Proverbs 10: 4; 22: 2; Isaiah 58: 3-11; Jeremiah 7: 4-7; 31: 31-34; Ezekiel 34: 22-34; Hosea 4: 1-2; Micah 2: 1-2), Mathew 6: 24; 25: 14-30; 13: 22, Luke 6: 20-24; 12: 15-21; 19: 12-27 Romans 14: 6-8 and 1 Timothy 4.</p> <p>They should examine the concept of fairness and the fair treatment of employees. They should look at wealth in the context of bribery and corruption.</p> <p>Working in groups they should find out about the ways in which Christians and others use wealth for the good of society.</p> <p>Learners could dramatise some creative ways of acquiring wealth in Africa.</p>		<ul style="list-style-type: none"> What are the religious approaches to wealth, money and poverty? How do people acquire wealth, and money and utilise it? In what ways can the gap between the wealthy and the poor be bridged? What are the teachings in the Bible on wealth, money and poverty? How did the introduction of a monetary economy change African society?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Discuss traditional views on wealth, and poverty. Explain the causes and ways of fighting corruption in society. Explain the biblical teachings and religious approaches to wealth, money and poverty. 	<ul style="list-style-type: none"> Interpret the Bible passages on wealth and poverty. Examine African ways of acquiring wealth and the causes of poverty. Discuss the impact of the introduction of a monetary economy on African traditional society. 	<ul style="list-style-type: none"> Appreciate and value the religious approaches to wealth, money and poverty in society. Respect the traditional views on wealth and the causes of poverty.
<p>Contribution to competences:</p> <p>Critical thinking about the ways in which poverty could be eradicated in South Sudanese society</p> <p>Communication through sharing ideas and opinions in the groups.</p> <p>Co-operation through group work, respecting and appreciating other people's ideas and views.</p> <p>Links to other subjects:</p>		

Assessment opportunities

- Observation
- Conversation
- Product

An Outline for the learning

This topic explores religious approaches to wealth, money and poverty. It begins with the African view on wealth and poverty. It also examines ways in which wealth is acquired in Africa as well as causes of poverty in Africa. The biblical teaching of wealth, money and poverty are also discussed.

Other sub-topics covered under this unit are corruption and bribery, the gap between the rich and the poor and ways in which Christians and other people use wealth for the good of the society.

Using the Student textbook

The book contains information that appears both in words and pictures. Help the learners by reading with them during the lessons. This will help them in their development as students.

The activities and questions in this unit are useful as they bring the learner closer to what they are supposed to learn.

You can have charts and photographs to supplement the information in the textbook.

The student Competencies

Critical and creative thinking

Learners have also been asked to work in groups and sometimes in pairs. This is geared at promoting opportunities for co-operation and also teamwork.

The discussions in groups and the presentations of the discussed work offer them an opportunity to communicate.

The content under study as well gives the learners the chance to understand who they are as citizens of South Sudan.

Cross-cutting issues

The unit contributes to financial education and peace and values education.

Christian approaches to wealth, money and poverty and the African traditional views on wealth and poverty

Information for the teacher

Ask the learners to brainstorm the meaning of wealth money and poverty.

Ask them to discuss in groups what they understand by the terms, wealth, poverty in and money. Let them discuss the types of possessions regarded as wealth in today's society.

Ask them in groups to discuss the African traditional views on wealth and poverty.

Activity 2.1

Ask the learners to discuss what makes someone to be termed as a rich person in the modern days.

Ask them to find out through research what made a person to be termed rich in the traditional days. Ask them to look at the picture and talk about the social and economic status of the people in the picture.

Ask learners to identify ways in which people acquire wealth in African traditional society.

Ask them "were there any wrong ways of acquiring wealth? Can they give examples?"

Class activity 2.2

In groups, ask the learners to discuss what makes someone poor. Let them find out the meaning of wealth, poverty, money. Ask them to discuss good ways of acquiring money in our country.

Class activity 2.3 on page 32

Ask the learners to talk about the causes of poverty in South Sudan. Let them discuss ways of eradicating poverty in our country and write them down so that you can have a look at them.

Assessment opportunities

Observation

Observe learning, identifying various indicators of wealth and poverty in the society. Can they give a good comparison?

Conversation

Talk to them discussing.

Are learners able to give examples of modern currencies?

Can they state some indicators of wealth and poverty today? Listen to their presentation and argument. Enhance communication skills and teamwork.

Impact of introduction of monetary economy on African traditional society

Information for the teacher

Ask the learners to find out the people who introduced money to African traditional societies.

Ask them to research on how money was introduced.

Let them discuss in groups ways in which money economy changed African traditional society. (Include rural urban-migration, paid employment, rich-poor societies)

Guide learners to emphasize on the impact of money economy on African life, barter trade, lifestyle and values. Both the positive and negative changes should be highlighted. Refer learners to their textbooks for more details.

Class work

- Ask the learners to discuss the traditional African view on wealth and poverty.
- Organise the learners to debate on how the introduction of money caused more harm than good. Encourage participation by every learner.

Activity 2.4

Ask the learners to talk about different currencies in the world today. Put them in groups of five to discuss ways in which money economy changed African traditional society. Let them explain the advantages of monetary economy.

Assessment opportunities

Observation

Observe the learners. Can they explain how the introduction of money economy affected the African life?

Conversation

Talk to them, can they tell you ways in which money economy affected the African view of wealth?

Product

What is their opinion on the impact of introduction of monetary economy on African traditional society? Can they explain correctly?

Information for the teacher

Brainstorming in class the biblical teaching on wealth, money and poverty based on what they already know.

Ask the learners to read the biblical verses on wealth, money and poverty. Ask them in groups to mention the right ways of acquiring wealth. They should discuss some of the Bible verses.

Ask the learners to present their findings in class the biblical teaching on wealth, money and poverty.

Activity 2.5

Organise the learners to role play the parable of the talents.

Guide learners to outline the biblical teachings on wealth, money and poverty.

These includes;

- Wealth is a blessing from God, it is good.
- Wealth can hinder someone's entry to heaven.
- Material wealth is temporary.
- Spiritual wealth is more important.
- Wealth should be acquired through hard work and other honest ways.
- Unjust ways of acquiring wealth are condemned such as oppression of the poor, stealing and use of violence.
- Human beings are entrusted with wealth by God to take care on his behalf.
- Wealth should be shared with the poor.
- Poverty can be caused by laziness.
- God wants the poor to be treated with justice and love. They should not be oppressed, exploited or discriminated against.
- The poor have a place in God's kingdom.

People acquire wealth and money today through farming, paid employment, businesses and special skills or talents such as music and sports. However some people use wrong means to get money, by engaging in robberies, prostitution, bribery and corruption among others. Christians have to condemn such evils and set a good example.

Activity 2.6

Organise learners into groups of four; let them identify the right ways of acquiring wealth from the Bible passages they have studied. Ask them also to identify the wrong ways. Let them look up for evidence from the Bible texts discussed to support the view that righteousness does not automatically bring wealth and other blessings. Let them write down causes of poverty based on what they have learnt. Ask them to find from the Old Testament indicators of wealth.

Assessment opportunities

Observation

Observe the learners discussing the Biblical verses. Can they identify Biblical teaching on wealth, money and poverty?

Conversation

Talk to them, can they describe the Biblical view of wealth. Enhance communication skills and teamwork.

Product

Are they able to explain Biblical teaching on wealth, money and poverty correctly?
Share answers in class.

Corruption and bribery in society

Information for the teacher

Bribery and corruption are some of the worst evil in society today. These vices undermine truth and justice. Learners should think critically about the issues and make sound judgments.

Lead the learners in brainstorming the meaning of corruption and bribery.

Ask them to discuss in pairs some causes of corruption and bribery.

Tell them to discuss how bribery and corruption are related.

Ask them to identify the forms of corruption found in the society today, and ways to eradicate them.

Additional activity

Help the learners to discuss in groups each of these activities.

- Dramatising forms of bribery and corruption.
- Debating on the motion, "Corruption is like a disease" and "money is the root of all evil."
- Suggesting ways of fighting corruption and bribery and explaining why they should be taught.
- Designing messages that sensitize the public fight against corruption and bribery.

Activity 2.9

Ask the learners to discuss what causes corruption and bribery in the society. Put them in pairs and let them identify corrupt practices in the society today. They should write them down for comparison. Put them into groups of five and let them suggest ways of fighting against corruption and bribery.

Assessment opportunities

Observation

Observe the learners as they discuss corruption and bribery.

Observe and guide their dramatisation.

Conversation

Talk to them, can they think of how corruption can be fought? Ask them to say why it is difficult to fight bribery and corruption.

Product

Do they understand the dangers of corruption? Can they explain why?

How to bridge the gap between the rich

Information for the teacher

The rich-poor gap is a complex issue. It can be between individuals or people living in different geographical regions in the country or between nations. Guide learners to understand the sub-unit has a wide scope. Ask the learners in their groups to discuss the causes of the gap between the rich and the poor.

Talk to them why some countries are richer than others. Ask them to suggest ways in which the gap between the rich and the poor can be bridged.

Additional activity

Role-playing the story of Lazarus and the rich man.

Debating on the motion, "The gap between the rich and the poor can be bridged."

Guide learners to outline causes of inequalities in the society such as:

- Exploitation and oppression of the poor by the rich.
- Lack of education and training.
- Unemployment.
- Unequal distribution of national and natural resources.
- Laziness and other negative attitude to work.

Let the learners suggest in groups ways in which the gap between the rich and the poor can be bridged. To enhance their understanding, ask them the following questions:

- In what ways can the poor improve their status?
- How can the rich help the poor to reduce the gap between them?

Guide learners in thinking creatively to come up with their own suggestions.

Their suggestions should include:

- Fighting against corruption and bribery.
- Encouraging farmers to adopt modern technology and farm inputs.

- Government ensuring equal distribution of resources.
- Discouraging habits that lead to poverty such as laziness and alcoholism.
- Encouraging foreign investors.

Assessment opportunities

Observation

Observe the learners while they debating about the between the rich and the poor gap. Observe them as they identify the pictures in the learner's book. Can they relate the two pictures to the rich and the poor?

Conversation

Talk to them, can they state ways in which the gap between the rich and the poor can be bridged? Listen to their argument and presentation skills. Enhance communication skills and teamwork.

Religious education S4		Unit 3: Psycho-Social Issues
Learn about		Key inquiry questions
<p>Learners working in groups should research the concept of stigma and of discrimination; why some people are stigmatised, and the impact of stigmatisation and discrimination on individuals and on society.</p> <p>Learners should discuss with the teacher violence against women (including the sexual coercion of women); the causes of violence and sexual coercion of women in schools, the workplace and at home, and the ways in which violence and sexual coercion can be tackled.</p> <p>They should discuss bullying; its' causes and effects and the ways of resolving bullying in schools and in the community.</p> <p>They should work in groups and if possible use the internet to research and discuss ways of managing the impact of psycho-social issues on individuals and on the community.</p>		<ul style="list-style-type: none">What are psycho-social problems and how can they be managed?What groups are discriminated against and why might that be?What is bullying, who does it affect and how can it be tackled?What are the causes of violence against women and female sexual coercion in the workplace, school and home?How can violence against women and sexual coercion be eradicated in African Society?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none">Describe the causes of violence against women and its effects.	<ul style="list-style-type: none">Explain the concept of stigmatisation, and of discrimination; the causes and impact on individuals in societyDiscuss bullying and how it can be prevented.Discuss ways of managing the impact of psycho-social problems in the community.	<ul style="list-style-type: none">Respect for other people regardless of their age, gender, status or background.Appreciate and support the efforts of those who try to find ways of eradicating stigmatisation and discrimination.
Contribution to competences:		
Critical thinking about ways in which all forms of stigmatization and discrimination including the sexual coercion of women can be eradicated.		
Communication through sharing ideas and opinions in the groups.		
Co-operation through group work respecting and appreciating others' ideas and views.		
Links to other subjects		

Assessment opportunities

- Observation
- Conversation
- Product

An Outline for the learning

This unit explores on the various social issues that affect human beings because of one reason or another.

Such issues include discrimination and bullying which can easily cause psychological problems and stigma among other things. The unit also explains the effects of such issues and ways in which the effects could be eradicated. Causes of the problems are also discussed. The learner therefore will be taken through all these training to help him or her understand the society and what it may bring on them.

Using the Student textbook

The book contains information that appears both in words and pictures. Help the learners by reading with them during the lessons. This will help them in their development as students.

The activities and questions in this unit are useful as they bring the learner closer to the issues they are supposed to learn.

You can have charts and photographs to supplement the information in the textbook.

The student Competencies

Critical and creative thinking

Learners have also been asked to work in groups and sometimes in pairs. This is geared at promoting opportunities for co-operation and also teamwork.

The discussions in groups and the presentations of the discussed work offer them an opportunity to think critically and to communicate.

The content under study as well gives the learners the chance to understand who they are as citizens of South Sudan.

Cross-cutting issues

The unit contributes to human rights and peace and values education.

Psycho-social problems and how they can be managed

Information for the teacher

Ask the learners to work in pairs to come up with examples of problems people face in the society today.

Let the learner's talk about the problems they have faced, how they felt and how they solved the problems.

Guide the learners in sorting and categorising psychological and social problems.

In groups, discuss psycho-social problems specified in the syllabus. (Stigma, discrimination, bullying, violence against women and sexual coercion)

Ask the learners to research on the concept of stigma and discrimination. Let them work in pairs

Let learners discuss how stigma and discrimination are linked. Both refer to unfair treatment of others on the basis of sex (gender), religion, ethnicity, race, social and health status among others.

Ask the learners to discuss the causes of stigma and discrimination.

Let learners explain how these problems affect individuals and society.

Ask learners to explain in groups what can be done to reduce stigma and discrimination.

Guide learners to refer to their textbooks to explain the meaning of stigma and discrimination. They can also refer to the dictionary.

Activity 3.1

Ask the learners to look at the pictures in the activity 3.1. ask them to explain psycho-social issues involved.

Put them into pairs and let them identify some of the stressful situations they might have experienced at home and in school. Let them talk about how they normally feel when they have not done the home work and the deadline is near.

Pair work

Ask the learners in pair to suggest ways to manage psycho-social problems. Ask learners to identify the stressful situations they might have experienced in the society.

Let them make a presentation after discussion.

Guide them to use their personal experiences to come up with possible ways of solving psycho-social problems in general.

Assessment opportunities

Observation

Observe the learners. Can they identify and explain psycho-social problems?

Conversation

Talk to them, can they think of how the problems can be managed?

The marginalised groups and reason for their discrimination

Information for the teacher

Ask the learners to brainstorm forms of discrimination in society today and list down the examples mentioned.

Let learners identify the groups of people who are discriminated against in society.

Ask them to identify the grounds on which people are discriminated against?

Additional activity

Ask the learners to discuss in groups the causes of discrimination and impact of discrimination on specific groups.

Ensure each discussion group has chosen a different group of victims of discrimination against to avoid too much repetition.

Activity 3.2

Let learners talk about forms of discrimination in the society. Ask them to write down the forms of discrimination that they have discussed so that they can present in class.

From their discussion ask the learners to identify common causes of discrimination to all groups.

Let them explain the commoners.

Let learner's present causes of discrimination such as male chauvinism, prejudice, cultural beliefs, intolerance and arrogance.

Activity 3.3

Ask the learners to find out reasons why women are discriminated against in the society. Ask them to talk about ways of addressing women discrimination in society today and write down the points for comparison in class.

Activity 3.4

Ask learners to find out the meaning of misconception. Let them talk about ways in which HIV and AIDS are transmitted. Let them write them down. Have a look at their work.

Assessment opportunities

Observation

Observe the learners. Can they identify the groups that are discriminated against in the society?

Conversation

Talk to them, can they say some of the causes as to why these groups are discriminated?

Product

Are they able to identify groups that are discriminated?

Can they explain the reasons for the discrimination?

Impact of stigmatisation and discrimination on individuals and on the society

Information for the teacher

The impact of stigmatisation and discrimination on the individual and on the society should be viewed from different angles. There are psychological and emotional effects which in severe cases can cause death. There are also the social effects which can destabilise relationships. Learners should be guided to identify and discuss both aspects. Ask learners to research in groups the impact of stigmatization and discrimination on individuals and on society. If possible, guide them to use the internet if they can access and also talk to some groups affected by stigmatisation and discrimination such as PLWHAS. Ask each group to present their findings. They should discuss the findings to enable them understand the impact.

Additional activity

Ask learners to categorise the effects of stigma and discrimination into psychological and social problems. Can they explain how these problems affect individuals and the society? Ask learners to write down the effects. Psychological problems should include stress and depression, mental illness, loss of self esteem, emotional disorders (withdrawal) and suicides.

Social problems include aggressiveness, fighting, conflicts with others, broken relationships and criminal acts. Other effects are drug abuse poverty, struggle for justice and demand for respect for human rights. Guide learners by probing to think critically and understand that psychological and social problems are interconnected.

Assessment opportunities

Observation

Observe learners while discussing the effects of stigmatisation and discrimination in the society. Can they identify the impacts?

Conversation

Talk to the learners while in groups and class. Let them explain the impact of stigmatisation and discrimination.

Product

Are the learners able to explain the impact of stigmatization and discrimination in their own words? Ensure the learners are able to give examples of the psychological and social effects.

Violence against women and female sexual coercion in the workplace, school and home.

Information for the teacher

As learners to brainstorm violence against women by giving any examples then ask the learners to discuss ways in which violence against women is manifested in school.

Let them discuss the meaning of sexual coercion.

Ask learners to give examples of situations where women are usually sexually coerced..

Let the learners talk about those situations of violence. How do they feel about them? What are their opinions on such situations? Guide the learners in the discussion and be sensitive to learner's personal experiences. Set the learners in small groups to discuss the causes of violence against women and sexual coercion against women in school, in the work place and at home. Tell learners to give group reports. They should explain causes of violence and female sex coercion in school, in the work place and at home. Some of these are lack of self-control, lack of respect for women, unstable family background, pornography and media in general. Others are alcoholism, male chauvinism, cultural beliefs and practices, obsession with power, and lack of Christian moral values. Allow group members to ask each other questions for clarification. Ask the learners why violence against women is wrong.

Additional activity

Ask the learners to discuss and share information on the following:

- Women have equal dignity with men in God's eyes.
- Women are mothers, daughters, wives in society – and play important roles.
- Women and men should respect one another for development to take place.
- Violence creates conflicts and instability in the society. Where there is no peace, people cannot develop.

Activity 3.5

Ask learners to tell you why some people become violent. In what ways violence against women is manifested in school. Individually, let them write down the causes of violence and sexual coercion against women based on the points raised during discussions.

Activity 3.6

Ask the learners to discuss what girls should do to reduce the risk of rape cases. Let them talk about effects of rape. Ask the learners to tell you which advice they would give to Loki from the story. Encourage relevant advices.

Assessment opportunities

Observation

Observe the learners. Can they identify some of the ways in which women are subjected to violence in schools and homes? Can they explain causes of female sexual coercion?

Conversation

Talk to them. Can they say some of the causes of violence against women and sexual harassment?

Are they able to express their own opinions about the issues?

Product

Prove to ensure that the learners have grasped causes of violence and female sexual coercion.

Bullying: Its causes, effects and how it can be tackled

Information for the teacher

Ask the learners to discuss in pairs the meaning of bullying and share experiences of what they know about bullying.

Let learners brainstorm on what bullying involves and who it affects.

Ask learners to discuss in groups ways in which bullying happens in schools.

Let learners in groups identify why bullying is commonly associated with students and what makes other students bully others.

Guide learners listing examples of bullying.

Ask the learners to discuss in groups causes and effects of bullying in schools and in the community. Causes include: Negative peer pressure, alcohol abuse, misuse of power, pornography, vengeance and arrogance.

In groups, ask learners to suggest ways of tackling bullying in schools and in community.

Activity 3.7

In pairs ask the learners to read the text given and identify causes of bullying in schools. Ask them to write them down so that they can compare with the rest of the pairs and present in class. Ask them what they can do to discourage bullying in schools. Let them suggest measures that the school management can take to ensure that bullying does not occur in school.

Activity 3.8

Ask the learners how psychological and emotional effects affect human life. Let them explain some of the solutions to the effects that they have talked about.

Assessment opportunities

Observation

Observe the learners. Can they tell why bullying happens to some people especially to students in school?

Conversation

Talk to them, can they say some of the causes of bullying? Can they give examples of forms of bullying in school? Ask them how they can stop bullying.

Product

Can they explain the meaning of bullying correctly?

Ways in which violence against women and female sexual coercion can be eradicated in African Society

Information for the teacher

Ask the learners to brainstorm on the causes of violence against women and sexual violence against women based on what has been learnt previously. Causes provide a focus for the solution.

Guide learners in revising the previous sub-units in this unit to link up with the current one.

Ask the learners in groups to suggest ways in which violence and sexual coercion against women can be eradicated in African Society.

Let learners express their views freely. Probe where necessary to provoke them to think critically. You may refer to some questions under check your progress at the end of this unit in the student's book.

Additional activity

Ask learners to work in small groups to design posters conveying brief messages intended to discourage violence against women.

Allow learners (groups) to think critically about appropriate messages on their posters. Some can even draw cartoons in their posters.

Allow groups to display some posters in class and strategic places on the school compound.

Activity 3.9.1

Organise learners into small groups to suggest ways in which violence and sex coercion against women can be eradicated in African society. Let them work in groups to find out any organizations that may be working in south Sudan to support women who have fallen victims of gender based violence. What do they do to assist the affected women? Ask them to design posters with messages intended to discourage violence against women.

Assessment opportunities

Observation

Observe the learner s. Can they identify ways of stopping violence against women?
Are they able to assess or evaluate their own views critically?

Conversation

Talk to them, can they point out some of the ways in which gender based violence against women can be eradicated?

Measures to discourage violence and sexual coercion against women include guidance and counseling and education empower them to make proper decisions. Religious groups have the responsibility to promote peace and love in society. The government should also enforce laws to curb violence and coercion against women.

Product

Look at their work in class. Ensure the learners have written down as many suggestions as they can to curb violence and sexual coercion against women.