



South Sudan

Primary CRE

Teacher's Guide

6

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 6 syllabus as developed by **Ministry of General Education and Instruction.**

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

The Teacher's Guide 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.

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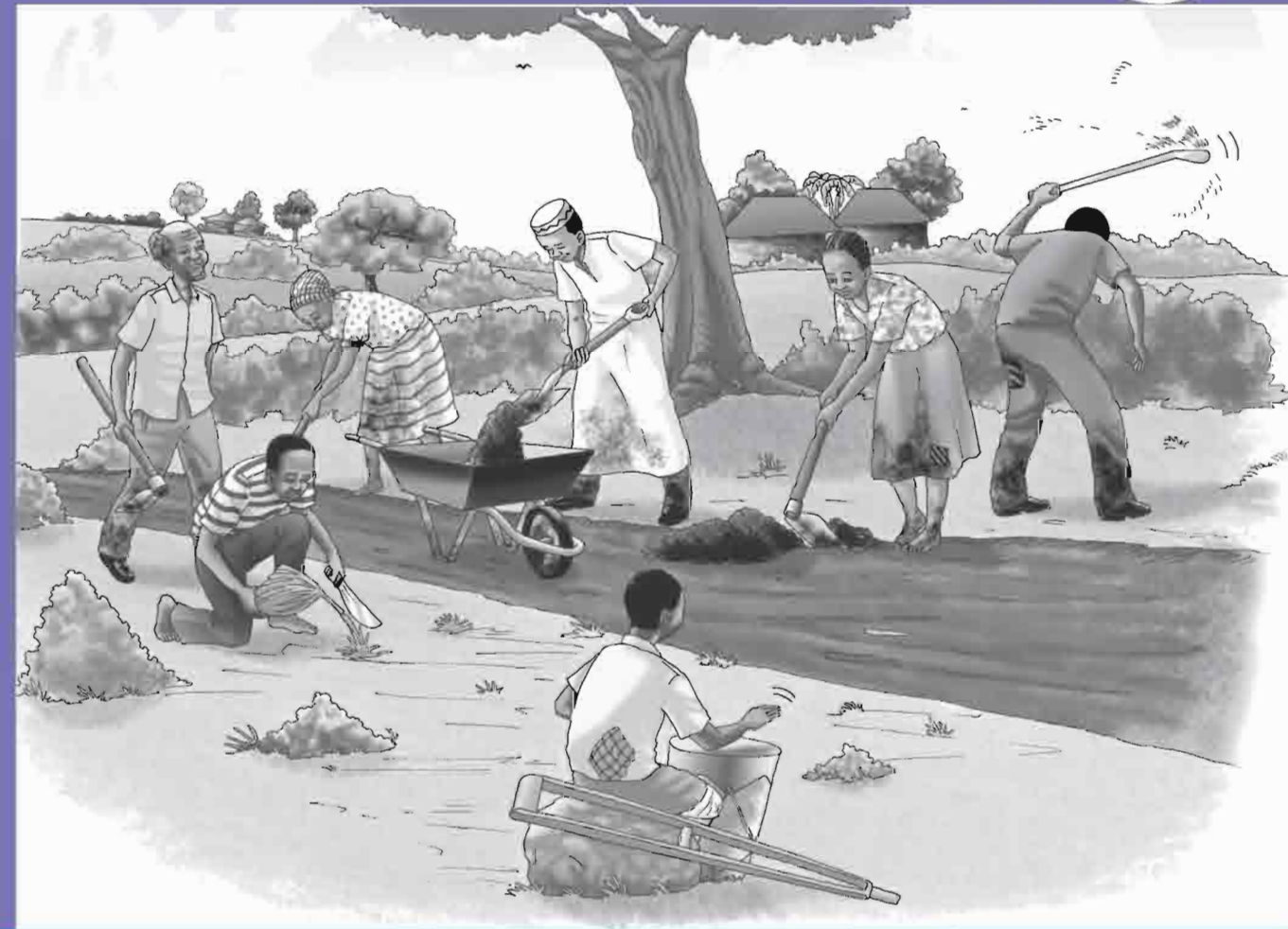


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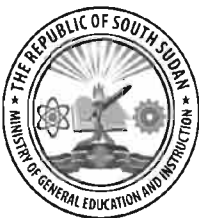
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CRE

Teacher's Guide 6

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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 learner in South Sudan 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 resources, conducive school environments, resources and a sustainable visionary curriculum that enable every learner to achieve high quality learning.

In order to do this, teachers must engage the pupil's 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 pupil's early enough to prepare them for the world of work, career progression and sustainability.

Based on a competency based curriculum; the Teacher's Guide, as well as the pupil's' 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 learner'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

1. Unit
2. Sub-unit
3. Specific learning outcomes
4. Key inquiry questions
5. Core competencies to be developed
6. Links to other subjects
7. Learning activities

1. Units

These are a wide range of topics or situations familiar to the pupil's experiences and activities they do on a daily basis. These are accompanied by pictures that will motivate the pupil's.

2. Sub-units

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

3. Specific 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, discussions and comparisons.
- Demonstrate attitudes and values in order to appreciate and respect 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 pupil's 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.
- Culture and Heritage.

6. Links to other subjects

It is important for pupil's 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 pupil's so that they are aware!

7. **Learning activities** – Learning activities are expected to engage pupil's 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 pupil's too. The teacher is also guided on how to instruct with approach to PCIs.

Suggestions on when to arrange the pupil's in groups have been made in this Teacher's Guide. You are encouraged to group the pupil's during all lessons. This is because it allows all pupil's 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 pupil's 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 and sub-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 pupil's.
- 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 pupil's in an interactive learning process as much as possible (learner-centered and participatory approach). This section also contains suggestions of remedial activities for slow pupil's. There are suggestions of activities and written exercises for fast pupil's, 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

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 you teacher to first demonstrate what you expect of them. For example, how a game is done when demonstrating 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 a demonstration, you could ask some pupils to help in handling and setting up the teaching aids. You should then outline the procedure he or she expect 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 the pupil's, among the pupil's and with teaching aids.

When you ask a question to one of your 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, your question may have been ambiguous or vague and as a result he or she will need to rephrase the question.

(iii) Role play

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

(iv) Individual work

Individual work by pupils begins when you 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. You pose the topic for discussion and act 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) Your 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 pupil's

Grouping pupil's 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 pupil's 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 pupil's 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) Pupil's can learn from one another.
- (f) Cooperation among pupil's can easily be developed.
- (g) Many pupil's accept correction from the teacher more readily and without feeling humiliated when they are in a small group rather than the whole class.
- (h) Pupil's' creativity, responsibility and leadership skills can easily be developed.
- (i) Pupil's can work at their own pace.

The type of "grouping" that a you may choose depends on:

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

However, you must be flexible enough to adjust or change your type of grouping to cope with new situations. There is no fixed number of pupil's that a group must have. This again will be dictated by such factors as the task to be done, the materials, characteristics of pupil's in your class, size and the space available. However, groups should on average have between four to seven pupil's. 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. you should, therefore, choose wisely the method to use or a combination of methods depending on the nature of the unit or sub-unit at hand.

Important attitudes in learning of CRE

a) In pupil's

There are certain useful attitudes, which you should help to develop in the pupil's 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

Pupil's 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**
Pupil's will often be working in groups while role-playing and need therefore to cooperate with all other members of the group.
- **Curiosity**
Pupil's should have a curious attitude as they observe things and events around them. This is the first step towards solving a problem.
- **Self-confidence**
Pupil's should have the will to attempt to solve a problem. The feeling of self-confidence can be strengthened in young pupil's if they experience many small successes that win approval and encouragement from the teacher. The problems which pupil's 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**
Pupil's should be patient with each other as other pupil's may be quick to answer and others slow to understand.

b) In teachers

- Engage pupil's 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 you require 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 the learner 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.

Refer to Learner's Book pages 1–22

Religious Education Primary 6	Unit 1: God the father and our environment
Learn about	Key inquiry questions
<p>Pupil's should learn what the Bible says about God the father as the creator of our environment. They should explore the meaning of the word environment and be introduced to the importance of the environment. They should learn how other faiths understand and value the environment.</p> <p>They should work in group to discuss what the Bible says about God the Father as creator. They should discuss and record the human activities that affect our environment and about the role of humankind in protecting the environment and promoting sustainability. They should relate this to the Biblical story of creation (Genesis 1 and 2). They should debate 'Humans are more harmful to themselves than to the environment'.</p>	<ul style="list-style-type: none"> • What do the Bible stories (Genesis 1 and 2) tell us about environment? • How do you protect your environment? • How useful is the environment to you? • What are the understandings of other faiths on the environment? • What are the harmful activities that human beings practice in our environment and how can the environment be preserved?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Explain the word 'environment' • Know what the Bible says is created by God the father. • Identify human activities that affect the environment. 	<ul style="list-style-type: none"> • Discuss and record human activities that affect the environment and the role of humankind in protecting the environment and promoting sustainability. • Compare and contrast Christian religious beliefs about the environment with those of other faiths. 	<ul style="list-style-type: none"> • Appreciate and show curiosity about God's gift of environment to humankind. • Respect and values what God created in their surroundings.

Contribution to the competencies

Critical thinking: The value of the environment to humankind and relate this to the creation story (Genesis 1 and 2)

Communication: Debate on the environment

Co-operation: Working in groups

Culture and Heritage: African traditional understandings on the creation story promote South Sudan culture and heritage

Links to other subjects

IRE: Learning about faith and the environment.

Cross-cutting issues

Environment and sustainability: Looking at the impact of human activity on the environment.

Child rights.

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit is about God the father and our environment. By the end of the unit, pupil's should be able to explain the word 'environment', know what the Bible says God as the father, identify human activities that affect the environment, discuss and record human activities that affect the environment, Pupil's will discuss the role of humankind in protecting the environment promoting sustainability.

Furthermore, the unit compares and contrasts Christian religious beliefs about the environment with those of other faiths, the appreciate and show curiosity about God's gift of environment to humankind and respect and values what God created in their surroundings.

Using the Learner's Textbook

There are both words and pictures in the textbook, and your pupil's will not yet be able to read all these words. So it important that you read them out to the as you start each activity. That way you will be 'modeling' reading and will help their development. The pupil's can copy you after you have read each phrase.

The different activities all have a different colour and shape, so the pupil's will soon associate them with the activity, and begin to recognize some of the words. Do not expect them to be able to read these words yet. However, it is helpful to have some words around on posters or boards so that they get used to seeing them and become familiar with spellings.

The pupil's competences

This unit presents many opportunities for critical and creative thinking: reading and interpreting about God the father and our environment. Role playing and identifying African traditional prophets.

Pupil's are asked to work in pairs, groups and with the help of their parent or guardian. So there are continuous opportunities for co-operation and teamwork. In their discussions and presentations in groups or as a whole class, there are many opportunities for communication.

It is important that the teacher model of communication, describing where appropriate features of good communication such as turn taking, active listening and full sentence construction.

Meaning of environment

Information for the teacher

Pupil's will be expected to give the definition of the environment and what the Bible says about the environment. They will be able to explain the Biblical concept of an environment.

Activity 1.1

Using pictures and charts, guide the pupil's in answering the questions in the activity. Let them identify the creator of the environment. They should also show respect and value the environment as God's Creation.

Nature walk

Guide the pupil's to walk around the school compound and identify what they can see in the environment and write them down. Ask the pupil's to group what they have identified into two; those created by God and those made by man. They should fill the table in the learner's book.

Set the pupil's in small groups to discuss the meaning of environment. Let every group report to the entire class their findings. Avail pictures photographs or charts showing different things found in the environment.

If you can access the Bible; ask the pupil's to read the story of creation in Genesis 1 and 2.

The expected responses

Environment refers to living and non-living things that surround us.

God is the creator of living and non-living things; therefore God is the creator of the environment.

Things created by God	Things made by human beings
All types of vegetation:-grass, trees, shrubs, scrubs. Mountains and hills. All water bodies:-streams, rivers, lakes, oceans and seas. Sky, clouds and land. All natural light:-moon, sun, stars.	Buildings:-houses, factories Dams across rivers forming artificial lakes. All types of vehicles:-cars, buses, lorries. Motorcycles and bicycles. Water vessels:-ferries, ships, canoes, boats. Railway lines and trains. All artificial lights Artificial space satellites Communication and technology:-mobile phones, radios, computers, fax machines.

Guide the pupil's sing songs related to Creation. Give pupils a take home assignment to explore more about the environment. Cross-check their written work to ensure responsibility in learning.

Assessment opportunities

Observation

- Observe pupil's discussing in groups.
- Can they define the term environment?

Conversation

- Look at the way they are discussing about God the father and environment.
- Can they explain who created the environment?

Product

Check on their perception of environment. They should identify God as the creator of the environment.

Activity 1.2

From Genesis 1 and 2; ask them:

- Who created the environment?
- What is the essence for the creation of water, trees, animals, human beings?
- What did God command human beings to do during creation?

In groups, pupil's to discuss what the Bible says about the environment.

Expected responses:

- The Bible says that God is the creator of the environment.
- God create the universe in six days and rested on the 7th day.
- God gave power to human beings to protect and care for the environment.

Give the pupil's a home assignment . They should take notes of what they learned. Ask them to give similarities and differences between things created by God and those made by human beings.

Assessment opportunities

Conversation

- Listen to the pupil's explanations about the Bible.
- Listen to their arguments in proving their understanding.
- Can they come up with a good explanation about God's creation?

Product

- Listen to how they emphasise God as the creator

Protecting the environment

By the end of the sub-topic, the pupil's should be able to understand the importance of protecting the environment. They should be able to explain how the environment should be taken care of. Pupil's will be expected to explain ways of protecting the environment.

Activity 1.3

Let pupil's look at the pictures in the Learner's Book. Pupil's to explain what is happening in each picture. They should understand why they should take care of the environment based on the pictures provided. Ask them to discuss ways of protecting the environment both at home and at school.

Expected responses:

Picture 1. A boy watering flowers (crops).

Picture 2. A boy slashing grass.

Picture 3. A girl slashing grass.

Picture 4. Cleaning the school compound.
Sweeping the school compound.

Cutting short grass

Collecting the litter and dumping appropriately.

Picture 5. Maize and sorghum harvesting.

- Ask pupil's to explain items in each picture.
- Check what every learner has written about the pictures.
- Appraise them for what they have done.

Other ways of protecting our environment:

- Avoid wasting water.
- Keeping sources of water safe.
- Avoid cutting of trees.
- Planting flowers and trees.

Group work

Probe pupil's with questions:

- Why do we keep ourselves clean?
- Why do we keep our school clean?
- What are the benefits of protecting our environment?

Guide pupil's to plan for a community clean up at an appropriate place of their choice.

Ensure they are secure and safe.

Assessment opportunities

Observation

Check on how they are identifying the pictures.

Can they explain what is in each picture?

Conversation

Listen to them while discussing the pictures.

Can they communicate appropriately?

Product

Cross check their written work. Check for critical thinking in explanations given, check for team work and corporation learning.

Appraise their work done

Group work

Ask the pupil's to write the importance of the environment in groups. Let them discuss the importance of plants, animals, land, rivers, oceans and lakes. Let every group present their points to the class.

Expected responses to questions in activity 1.4:

1. Importance of environment to human beings:-

- Environment is a home of human beings.
- Environment has sources of water that provide water.
- Environment has trees that play role in replenishing air we breathe.
- Environment provides food for human beings.
- Environment has trees that provide shade and shelter.
- Environment has sources of light energy (moon, stars, sun) that provides light.

2. Pupil's to discuss the following relationships:-

- Shade and shelter
- Organic manure and nutrients
- Provision of food (feeds and meat)
- Source of income
- Form of prestige and wealth
- Tourists attraction(cash inflow and job opportunities)

3. Benefits of plants in the environment:-

- Source of food and feeds (fruits, vegetables, grass to animals).
- Source of herbal medicine (neem tree, cinchona plant).
- Formation of rainfall.
- Replenish the air(Carbon cycle)

Avail picture photographs or charts showing different animals and plants and ask pupil's to write how each one of them is important. Ask the pupil's to identify verses in the Bible that talk about environmental protection and recite them. Let the pupil's sing songs about protection and importance of the environment.

Activity 1.4

Set the pupil's in small groups to discuss importance of the environment. Let the pupil's design posters with messages of environmental protection and role play at the back of their class. In pairs, ask the pupil's to write down what is found in their home environment and tell each other how each is important to them.

Pupil's to write poems and songs about the environment.

Let them recite poems on environmental protection and protection. Let pupil's appreciate the importance of the environment.

Assessment opportunities

Observation

Observe the pupil's identify what is in each pictures as in the Learner's Book.

Can they identify each picture?

Conversation

Look at the way they are discussing the pictures.

Can they explain the importance of the environment?

Do they discuss appropriately?

Product

Listen to their presentations. Guide them to present facts appropriately.

Activity 1.5

Ask pupil's to explain the benefits of plants identified in the previous lesson. Let them look at the pictures in the textbook. Ask the following questions concerning the pictures:

- Where do we get mangoes and oranges from?
- What are the other fruits we get from the environment?
- What is used to build our houses?
- What can you see in each picture?

Appraise their active participation in class. Clap for pupils who answer questions correctly. You will be encouraging intuitive learning and sense of acceptance, therefore active participation in class.

Activity 1.6

Look at the pictures in the Learner's Book; ask them probation questions to involve them actively.

- Which animals do we keep at home?
- Why do we keep these animals?
- Which animals do not stay at our homes?
- What are their benefits?

- Looking at the pictures, which animals do we see?
- What are their importances to us?

Expected responses

- Picture A. A cow gives us milk.
- Picture B. We use oxen to plough our land.
- Picture C. A dog keeps our home safe.
- Picture D. Vultures feed on meat of other animals.
- Picture E. Fish provides us with protein food.
- Picture F. We use a donkey to transport our goods.

Importance of physical features

Activity 1.7

Begin the lesson by linking the previous discussions on importance of plants and animals. Create a coherent learning situation from known to unknown. Give citations on how physical features come into existence. Talk of hills, mountains, rivers etc.

Arouse learning by asking the following questions:

- What are physical features?
- Give examples physical features you know.
- What do you think we benefit from rivers, mountains and trees?

Appraise pupil's as they are active contributors of learning.

Let them explain the physical feature in each picture as in the textbook.

Expected responses:

- Picture 1. River- water for domestic use, fishing ground.
- Picture 2. Oasis/well-water for domestic use.
- Picture 3. Forest-rain formation, replenish air we breathe.
- Picture 4. River-water for watering animals.

Assessment opportunities

Observation

Observe pupil's identifying the physical features.

Can they identify each picture?

Conversation

Listen to their response to questions. Guide pupil's in their explanations.

Can they communicate appropriately?

Product

Assess their understanding of the existence of the environment. They should be able to explain importance of the environment, and understand that they are responsible to take care of it.

Expected responses

Importance of plants as in the pictures:-

- Picture 1. Source of fruits; mangoes, oranges, pumpkins, grapes.
Source of vegetables; tomatoes, onions, carrots.
- Picture 2. Shade and shelter for birds.
- Picture 3. Trees provide to make desks.
Trees provide plywood to make chalkboards.
Trees provide frames and poles to build classes.
- Picture 4 . Grass is used to thatch houses.
Plants make our compound beautiful.
- Picture 5. Maize is the source of food.
- Picture 7. Trees provide shade.
Grass and trees add beauty to our compound.
- Picture 7. We get newspaper, books, from plant materials.

Assessment opportunities

Observation

Check on how they are identifying the pictures.

Can they explain what is in each picture?

Conversation

Check on communication skills during discussions.

Can they communicate appropriately?

Product

Check their presentation skills. Emphasise on creative thinking and team work.

How other religions understand the environment

Information for the teacher

By the end of the sub-topic, the pupil's should be able to explain how other religions understand the environment. Pupil's will be guided with the pictures to discuss the importance of environment.

Activity 1.8

Ask pupil's probation questions about the environment. Let them discuss the relationship between the environment and human beings. Invite a Muslim old person with diverse communication skill and conversant to the environment talk to the students about Muslims' understanding of the creation. Allow pupil's to ask questions pertaining the unit.

The main point is that pupil's should know that God is the creator of environment. They should understand that Muslims and Traditional religious respect the creation of God

Ask the pupil's to discuss in groups the African traditional religion understanding of the environment. Let the pupil's compare the views of other religions on the environment with that of Christianity.

Expected responses:

- God is the sole creator.
- God's creation is sacred.
- All religious perceive the environment as the work of God.

Assessment opportunities

Observation

Observe pupil's discussing in groups.

Can they understand other religions views on environment?

Conversation

Look at the way they are discussing about the importance of the environment.

Can they demonstrate protection of environment?

Product

Listen to their presentation. Guide them appropriately.

Let them develop curiosity to understand.

Human activities that pollute the environment

By the end of the sub-topic, the pupil's should be able to identify human activities that pollute the environment. Human activities refer to the day-to-day chores and actions people do. Some of the human activities have a diverse effect on the environment. Christian approach on the environment is perceived in biblical teachings; God created the universe and gave mandate to human beings to subdue it.

Activity 1.9

Using pictures and charts, guide the pupil's in answering the questions in the introduction activity. Let the pupil's brainstorm on the things that make the environment dirty. Ask the pupil's to identify the effects from each picture.

Set the pupil's in small groups to discuss human activities that pollute the environment. Ask the pupil's to research in groups about things that destroy animals, land, water bodies, plants and the air. Let every group report to the class their findings.

Avail pictures, photographs or charts showing different human activities that destroy the environment. Organise the pupil's to watch videos on environmental pollution and talk about what they have watched.

Talk to pupil's while in pairs. The following questions will arouse curiosity to them:

- What makes water dirty?
- Which instances pollute water?
- What is the effect of dirty water?

Expected responses:

- Dumping dirt in water.
- Using inorganic fertilisers in farming which is carried by rain water into the streams.
- Overstocking of livestock, animals compete for the little resources.
- Urinating in sources of water.
- Use of aerosols and sprays that result into acidic rain.

During groups' discussion, ask the following questions as you inspect the groups:

- How do human beings pollute water bodies?
- How do we destroy plants?
- How do human beings affect wildlife?
- Which human activities pollute land?
- Which are the human activities that cause air pollution?

Expected responses:

- Oil spillage in water.
- Clearing of vegetation, deforestation, burning grass.
- Illegal hunting (Poaching), invading forest for settlement.
- Heavy traffic jam release poisonous gases into the air and industrial emissions.

Expected responses:

Picture 1: Air pollution from factories.

Picture 2: Land pollution from dumping sites

Picture 3: Deforestation due to cutting of trees.

Picture 4: Water and air pollution by logging wastes from factories.

Assessment opportunities

Observation

Observe pupil's discussing in groups.

Conversation

Look at the way they are discussing about the importance of the environment.

Product

Listen to their presentation.

Refer to Learner's Book pages 23 –30

Religious Education Primary 6		Unit 2: Communal work in Africa	
Learn about		Key inquiry questions	
<p>The pupil's should explore the nature and meaning of communal work by talking to local people. They should research books and if possible use the internet to find out how communal work is practiced in African societies. They should discuss the importance of working together for any given common goal.</p> <p>They should work in groups to discuss the advantages and disadvantages of communal work and compare it to individual work.</p> <p>Pupil's could work together to devise a community project for the benefit of the school or local community.</p>		<ul style="list-style-type: none"> • What are the types of communal work found in Africa? • How useful is communal work to African society? • In what ways is communal work misused? 	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none"> • Define communal work and mention the different types of communal work. • Discuss the strengths and weakness of communal work • Show the rewards of communal work. • Discuss how the misuse of communal work could be reduced. 	<ul style="list-style-type: none"> • Work in a group to practice communal work (cultivation, fishing, hunting) • Work together to plan and carry out a community project. 	<ul style="list-style-type: none"> • Appreciate and value the spirit of working together. • Show respect to one another in communal work. 	
Contribution to the competencies			
<p>Critical thinking: About the nature of communal work.</p> <p>Communication: Exploring the nature and meaning of communal work through discussion with local people.</p> <p>Co-operation: Working in groups.</p> <p>Culture and Heritage: Communal work promotes South Sudan culture and tradition.</p>			
Links to other subjects			
Social Studies			

An outline of the learning

This unit is about communal work in Africa. By the end of this unit, pupil's will acquire knowledge, skills and attitudes about communal work. Pupil's will define communal work and mention the different types of communal work and discuss its strengths and weakness.

They will also show the rewards of communal work; discuss how the misuse of communal work could be reduced. They will work in a group to practice communal work like cultivation, fishing, hunting and and others.

In promoting skill and attitudes; pupil's will work together to plan and carry out a community project. They will appreciate and value the spirit of working together and show respect to one another in communal work.

Using the Learner's Book

There are both words and pictures in the textbook, pupil's will not yet be able to read all these words. So it important that you read them out to the pupil's as you starts each activity. That way you will be 'modeling' reading and will help their development. The pupil's can copy you after you have read each phrase.

The different activities all have a different colour and shape, so the pupil's will soon associate them with the activity, and begin to recognize some of the words. Do not expect them to be able to read these words yet. However, it is helpful to have some words around on posters or boards so that they get used to seeing them and become familiar with spellings.

The learner competences

This unit presents many opportunities for critical and creative thinking: reading and interpreting about communal work in Africa. Role play and identifying different types of communal work in Africa.

Pupil's are asked to work in pairs, groups and with the help of their parent or guardian. So there are continuous opportunities for co-operation and teamwork. In their discussions and presentations in groups or as a whole class, there are many opportunities for communication.

It is important that you model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences.

Assessment opportunities

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

- Observation
- Conversation
- Product

Definition of communal work

Information for the teacher

By the end of the sub-unit, pupil's should be able to define communal work, identify types of communal work and the importance of communal work.

Activity 2.1

In pairs, ask the pupil's to share experiences of when they have worked together. Let the pupil's present their findings in class. In groups, ask the pupil's to identify types of communal work both at home and at school.

Pupil's to observe pictures in the Learner's Book and explain the type of communal work being demonstrated.

Let them discuss the importance of communal work and present their findings in class. Invite a resource person to talk about types of communal work and its importance. Let them carry out an activity together. For example, cleaning the school compound.

In groups, ask the pupil's to design posters showing messages that encourage communal work. For example, 'together we can' and 'working together makes work easier.'

Expected responses:

Communal work is a gathering for mutually accomplishing a task as a spirit of togetherness, for example cleaning a market.

Picture A. Pupils slashing the school compound.

Picture B. Pupils cleaning the school compound
Pupils playing in the field.

In pairs, let pupil's explain the value of working together.

Assessment opportunities

Observation

Observe pupil's discussing about communal work.

Can they identify the picture?

Conversation

Look at the way they are discussing pictures.

Can they communicate well?

Product

Listen to their presentation.

Types of communal work

Information for the teacher

Pupil's are expected to name types of communal work both at home and school. Guide them in explaining why these work is done communally and ask them the outcomes.

Activity 2.2

Group pupil's and task them to discuss types of communal work; cleaning, clearing school compound, planting, weeding, harvesting, building, fishing and hunting. Let each group present their work to the rest of the class.

Assessment opportunities

Observation

Observe pupil's discussing in pairs and then in groups. In their discussion, they should bring in the idea of working together. The spirit of togetherness should be impressed. Can they discuss appropriately?

Conversation

Look at the way they are discussing types of communal work. Emphasise on communication skills, turn taking, pronunciation and polite argument.

Can they converse fluently?

Product

Listen to their presentation in class. Appraise their work.

Correct them appropriately.

Importance of communal work

Information for the teacher

In this sub-unit, pupil's will explore various types of communal work in the society. Ask them to explain why they should embrace working together and the outcomes.

Organise the class in groups to clean the class, library and school compound.

They should explain the benefit of working together.

Activity 2.3

Ask pupil's to explain what is happening in the pictures in the Learner's Book. Pupil's will explain the advantages of working together based on the provided pictures.

Organise the class in groups to clean the class, library, kitchen store and school compound. They should explain the benefits of working together.

Assessment opportunities

Observation

Observe pupil's discussing in pairs and then in groups.
Can they discuss appropriately?

Conversation

Look at the way they are discussing types of communal work.
Can they converse fluently?

Product

Listen to their presentation in class.
Correct them appropriately.

How communal work is misused

Information for the teacher

By the end of the sub-unit, pupil's will explain how communal work is misused. Task pupil's to debate on communal work in class. During the debate, they will be required to address the advantages and disadvantages of communal work over the individual work.

Activity 2.4

In pairs, ask the pupil's to share experiences of what they have worked together and compare them with working alone. Let the pupil's present their findings in class. Take the pupil's outside the class and ask the pupil's to collect dirt from the school compound and put them together. Ask one learner to sort papers from the rubbish collected. Let the student sort them for a few minutes and ask the others to join. Let them compare working together and working alone.

In groups, ask the pupil's to discuss the advantages and disadvantages of communal work.

Let the pupil's discuss how communal work is misused.

Invite a resource person to talk about how misuse of communal work can be eradicated. Let pupil's carry out an activity together. For example cleaning the schools compound and give the advantages and disadvantage of working together.

Let them generate a table showing how communal work can be misused and ways of eradicating misuse of communal work. Let pupil's hold a debate on the motion, "communal work is better than individual work."

Assessment opportunities

Observation

Observe pupil's discussing in groups. Check on their argumaent about misuse of communal work

Conversation

Look at the way they are discussing.

How to control misuse of communal work

Information for the teacher

By the end of this sub-unit, pupil's are expected to explain ways of controlling misuse of communal work. Pupil's will identify means where communal work is misused both at school and home.

Activity 2.5

Ask pupil's to discuss questions in the Learner's Book. Group them and ask them to explain the ways of controlling misuse of communal work as in the Learner's Book.

Assessment opportunities

Observation

Observe pupil's discussing in groups.

Conversation

Look at the way they are discussing. Appraise their contribution in the discussion.

Refer to Learner's Book pages, 31– 41

Religious Education Primary 6		Unit 3: Important people
Learn about		Key inquiry questions
<p>Learners should research influential Christians at their local church (e.g. Bishop Daniel Comboni (C.M.S), Saint Josephine Bakhita, Bishop Daniel Deng Atong). They should discuss the Christian values brought by them and they should discuss with the teacher the teachings of current Church leaders.</p> <p>They should in groups discuss the similarities and differences in the teaching of the early Church leaders and compare this with the teachings of current Church leaders.</p> <p>They should relate the Christian values brought by the early church leaders to Christian values practiced today.</p> <p>They should dramatise the coming of the early Christian leaders to South Sudan.</p>		<ul style="list-style-type: none"> • What role did they play in the growth of the local church? • How does the teaching of the early Church leaders compare with the teaching of current Church leaders? • What is the meaning of important person? • Who are the important people in Christianity in South Sudan?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Describe the importance of personalities in Christianity. • Discuss the teachings of the early Church leaders. • Explain how Christians can apply the early Church leaders' teachings to their daily life practices. 	<ul style="list-style-type: none"> • Research about influential Christians. • Discuss the similarities and differences in the teaching of the early Church leaders and compare this with the teachings of current Church leaders 	<ul style="list-style-type: none"> • Appreciate and respect the early Christian important people. • Value the message brought by the early Church leaders.
<p>Contribution to the competences;</p> <p>Critical thinking: The importance of Christian personalities and the message they brought to the local society of Africa/South Sudan</p> <p>Communication: Group and whole class discussion.</p> <p>Co-operation: Group dramatisation of the coming of the early Christian leaders (e.g. Bishop Daniel Comboni came riding on a camel).</p>		
<p>Links to other subjects</p> <p>Creative art: drama</p> <p>Social Studies - the environment</p>		

An outline of the learning

This unit is about important people in South Sudan Church. By the end of the unit, the pupil's should be able to: Describe the importance of those personalities in Christianity, discuss the teachings of the early Church leaders, explain how Christians can apply the early Church leaders' teachings to their daily life practices and research about influential Christians.

The unit will discuss the similarities and differences in the teaching of the early Church leaders and compare this with the teachings of current Church leaders, appreciate and respect the early Christian important people and value the message brought by the early Church leaders.

Using the Learner's Book

There are both words and pictures in the textbook, and your pupil's will not yet be able to read all these words. So it important that you read them out to the pupil's as you starts each activity. That way you will be 'modeling' reading and will help their development. The pupil's can read after you have read each phrase.

The different activities all have a different colour and shape, so the pupil's will soon associate them with the activity, and begin to recognize some of the words. Do not expect them to be able to read these words yet. However, it is helpful to have some words around on posters or boards so that they get used to seeing them and become familiar with spellings.

The student competences

This unit presents many opportunities for critical and creative thinking: reading and interpreting about important people. Role playing and identifying African traditional prophets.

Pupil's are asked to work in pairs, groups and with the help of their parent or guardian. So there are continuous opportunities for co-operation and teamwork. In their discussions and presentations in groups or as a whole class, there are many opportunities for communication.

It is important that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences.

Assessment opportunities

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

- Observation
- Conversation
- Product

Important people in South Sudan

Information for the teacher

By the end of the sub-topic, pupil's should be able to research on the influential Christians in the country. Important people are the missionaries both European and some Africans who contributed to the spread of christianity in South Sudan.

Activity 3.1

Brainstorm pupil's with questions as in the activity. The learning outcome is the religious personalities who began Christianity in South Sudan. Pupil's are required to find out how the present churches began. However, pupil's will be required to mention the early missionaries in South Sudan who established Christianity.

Expected responses

Important people are the missionaries both European and African who began Christianity. These people fought against the slavery trade carried out by the Arabs.

The main early missionaries in South Sudan were; Bishop Daniel Comboni, Josephine Bakanja Bakhita, Bishop Daniel Deng Atong and Fr Dr John Lee.

Set the pupil's in small groups to discuss on the Christian denominations. Source for relevant videos showing the contributions of the early church leaders and their challenges in spreading the Gospel. Guide the pupil's to use the library materials, computers, smartphones or any other available source to find out about the denominations in South Sudan. Pupil's will research on the contribution of these important people to Christianity in South Sudan.

Saint Josephine Bakhita Bakanja

Information for the teacher

Bakhita Bakanja was born in Darfur, 1869. She served as a slave for 12 yrs in Arabia where she was named Bakhita, an Arabic name meaning 'lucky'. She was relieved from slavery after the Italian court ruled out end of slavery. She was taken up by Canossian Sisters where she began catechism class.

On completing catechism class, she was baptised as Josephine Margaret Bakhita Bakanja. It was at this period that she was confirmed and received the sacrament of the Holy Communion. She dedicated her life as a Canossian sister to serve God as a missionary. She experienced a long period of painful to which she died in 1947.

Activity 3.2

Brainstorm pupil's to briefly explain in about Josephine Bakanja. They should explain ways in which Bakhita contributed to the church in South Sudan.

Assessment opportunities

Observation

Observe pupil's discussing in groups. Ensure their is discipline and order during discussion. Probe pupil's with questions to aid the discussion.

Conversation

Look at the way they are discussing. Ensure correct grammar is used. Guide each group in identifying denominations in South Sudan. They should be critical to explain how these denominations began.

Product

Listen to their presentation.

Appraise their argument and the way present information.

Assessment opportunities

Communication

Listen to the pupil's explaining about Josephine Bakhita. Listen to their communication skills. Can they present their points in an expected manner?

Product

Go through groups as they discuss. Appraise teamwork.

Bishop Daniel Comboni

Information for the teacher

Daniel Comboni (15 March 1831 – 10 October 1881) was an Italian Roman Catholic bishop who served in the missions in Africa and was the founder of both the Comboni Missionaries of the Heart of Jesus and the Comboni Missionary Sisters. Comboni studied under the Venerable Nicola Mazza in Verona where he became a multi-linguist and in 1849 vowed to join the missions in the African continent although this did not occur until 1857 when he travelled to Sudan. He continued to travel back and forth from his assignment to his native land in order to found his congregations and attend to other matters, and returned in 1870 for the First Vatican Council in Rome until its premature closing due to conflict.

Comboni attempted to draw attention across Europe to the plight of the people living in poor-stricken areas in the African continent and from 1865 until mid-1865 travelled across Europe to places such as London and Paris to collect funds for a project he started to tend to the poor and ill. His mission to Africa was strengthened with his appointment as a bishop in 1877 for it allowed him greater freedom to establish branches of his order in Khartoum and Cairo amongst other locations.

His cause for canonization came to fruition with his beatification in Saint Peter's Basilica on 17 March 1996 and his canonization not long after on 5 October 2003.

Activity 3.3

Brainstorm pupil's to explain in brief about Bishop Comboni. They should explain ways in which Bishop Comboni contributed to the church in South Sudan.

Assessment opportunities

Communication

Listen to pupil's explaining about Bishop Daniel Comboni. Listen to their communication skills. Can they present their points in an expected manner?

Product

Go through groups as they discuss. They should explain the roles of Comboni Missionaries. Appraise teamwork.

Bishop Daniel Deng Atong

Deng Atong was born in the 1912 from Mundari tribe. The story of Deng's birth was a tragic one as he was born with a natural defect. Deng was rejected not only by his parents but by the whole community and thrown into the forest. Luckily for this unfortunate child, a poor woman discovered the child, picked him up and took him home with her. Interestingly, the woman who took care of Atong for six years was a Mundari woman. According to Mundari custom, no Mundari person should take such an evil child, unless he or she is of the evil spirit world. Despite this, she bravely took the poor child home with her. But she also knew that she could not keep him for long, if she was to avoid the danger that would befall her and her whole family, as a result of having an evil child at home. For this reason, she decided to give the boy to the strangers—the missionaries—of the Church Missionary Society (CMS) mission station in Southern Bor district, at Malek.

He proved to be a very intelligent child from an early age. He was able to relate to "three different cultures, speaking fluent Mundari, Jieng and English. Daniel started his school life at the Malek mission station where he grew up. From there he went to Juba and after completing his studies at Juba Training Center (JTC),—now Juba Commercial Secondary School,—he taught at Malek and in 1938 became the headmaster of Nugent School, Loka. At Loka Daniel Deng Atong experienced spiritual renewal and became an active evangelist. At this time, the Revival movement was beginning to spill over from East Africa into South Sudan. Daniel was among the first to welcome and support the movement.

Seeing his good work, the missionaries started to encourage Daniel to seek ordination. He and Andrea Apaya were the first two Sudanese to be ordained as deacons in 1941, and Daniel was ordained to be a priest in 1943. He served as the priest-in-charge at Panekar and he opened up and planted a church in Kongor, northern Bor. He was sent to England to study at Wycliffe Hall, Oxford, in 1947 where he completed his studies successfully. In 1953 he was made honorary canon of All Saints Cathedral, Khartoum, and in 1954, he was appointed canon

missioner in the Diocese of the Sudan.

The period from 1947 to 1955 was a time of political instability, as the Sudanese were struggling for independence from the Anglo-Egyptian—the so-called “Condominium”—rule. Missionary societies were also targets of the national movement for independence. At this time, a movement to “Sudanise” all leadership and other key positions in the public sector was afoot. This also affected the church in one way or another. Consequently, as the expulsion of the missionaries seemed likely in the heat of the political pressure for independence, it was necessary to find a Sudanese bishop to take care of the Diocese of the Sudan. In this regard, “It was clear that Daniel’s background gave him unique qualifications in terms of academic training, pastoral and leadership skills, linguistic ability, and ease in relating across cultures.

Activity 3.4

Brainstorm pupil’s to explain in brief about Bishop Daniel Deng Atong. They should explain ways in which Atong contributed to the church in South Sudan.

Assessment opportunities

Communication

Listen to pupil’s explaining about Bishop Daniel Atong. Listen to their communication skills. Can they present their points in an expected manner?

Product

Go through groups as they discuss. They should explain the contribution of Bishop Atong to the church. Appraise teamwork.

Teachings of early church leaders

Information for the teacher

By the end of the sub-topic, pupil’s should be able to discuss the teachings of church leaders.

Activity 3.5

Using pictures and charts, guide the pupil’s in answering the questions in the introduction activity. Organise the pupil’s in small groups to research on the early church leaders (Josephine Bakhita, Daniel Comboni and Daniel Deng Atong).

Set the pupil’s in small groups to discuss on the importance of the early missionaries. Source for relevant videos showing the contributions of the early church leaders and their challenges in spreading the Gospel.

Guide the pupil’s to use the library materials, computers, smart phones or any other available source to find out the importance of early church leaders to Christians.

Assessment opportunities

Observation

Observe pupil's discussing in groups.

Conversation

Look at the way they are discussing. Listen to their argument. Can they communicate?

Product

Listen to their presentation. Can they discuss the christian values of honesty, humility, courage and others? Appraise their teamwork and co-operation

Refer to Learner's Book pages 42– 49

Religious Education Primary 6	Unit 4: The Denomination History
Learn about	Key inquiry questions
<p>Pupil's should explore the history of the different Christian sectors and understand that there are various denominations in South Sudan.</p> <p>They should discuss the roles played by the different denominations in bringing peace and co-existence to South Sudan and relate this to other faiths.</p> <p>They should work in groups to research the existing Christian denominations and recognise the different denominations (sectors) in Christianity and Islam.</p> <p>They should discuss the similarities and differences between the various religious denominations in South Sudan.</p>	<ul style="list-style-type: none"> • What is denomination? • What roles did they play in the growth of the Christian faith in South Sudan? • Why are there different denomination churches in South Sudan? • How do the denominations in the Christian religion compare with those of the Islamic religion?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Explain the word 'denomination' • Identify the roles played by different Christian denominations in promoting peace and co-existence in our country. • Compare and contrast the impact of different Christian denominations in South Sudan 	<ul style="list-style-type: none"> • Reading from the different church denominations history. • Discuss, compare and contrast the different Christian denominations. • Discuss, compare and contrast the Christian denominations with those of Islam. 	<ul style="list-style-type: none"> • Appreciate and show curiosity about the different Christian denomination in our society. • Show Respect and values the different Christian denomination as Gods' gift to humanity.

Contribution to the competencies
 Critical thinking: The value of different Christian denominations.
 Communication: Discussion.
 Co-operation: Carrying out group work to list the different Christian and Islamic denominations found in South Sudan.

Links to other subjects
 IRE: Islamic denominations.

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit looks at the denomination history in South Sudan. Identify the roles played by different Christians.

Promoting peace and co-existence in the country. Moreover it, compare and contrast the impact of different Christians and Islamic denominations in South Sudan. It discusses, compare and contrast the different Christian denominations found in South Sudan. The pupil's will and show curiosity about the different Christian denomination in the society. The learner will also show respect and values the different Christian denomination as Gods' gift to humanity.

Using the Learner's Book

There are both words and pictures in the textbook, and your pupil's will not yet be able to read all these words. So it important that you read them out to the pupil's as you starts each activity. That way you will be 'modeling' reading and will help their development. The pupil's can copy you after you have read each phrase.

The different activities all have a different colour and shape, so the pupil's will soon associate them with the activity, and begin to recognize some of the words. Do not expect them to be able to read these words yet. However, it is helpful to have some words around on posters or boards so that they get used to seeing them and become familiar with spellings.

The Leaners competencies

This unit presents many opportunities for critical and creative thinking: reading and interpreting the festivals and their seasons in all regions. Explanations, role playing and identifying core virtues and how they should be manifested.

Pupil's are asked to work in pairs, groups and with the help of their parent or guardian. So there are continuous opportunities for co-operation and teamwork. In their discussions and presentations in groups or as a whole class, there are many opportunities for communication.

It is important that the teacher model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences construction.

Cross-cutting issues

- Environmental awareness
- Gender balance and equality
- Peace education
- Life skills
- Good citizenship
- Child right

The meaning of a denomination

Information for the teacher

By the end of the sub-topic, pupil's should be able to explain the meaning of denominations. Source for relevant resource person to explain the roles played different denominations. A religious denomination is a subgroup within a religion that operates under a tradition and identity. The Christian religion has various district denominations which are the sub-units of the Christianity.

Activity 4.1

Organise the pupil's in small groups to research on the definition of denomination. Set the pupil's in small groups to explore on different denominations found in South Sudan.

Ask to look the pictures in the Learner's Book. They should identify the shown religions and explain the various denominations portrait by the pictures.

Assessment opportunities

Observation

Observe pupil's discussing in groups about the meaning of denomination. Can they understand the meaning of denomination?

Conversation

Talk to the pupil's while they are discussing in pairs and groups. Are they able to explain the meaning of denomination? Can they come up with a good defination?

Product

Listen to their explanations about denominations. Do they differ in understanding the meaning of denomination? Clarify the answers in class.

Activity 4.2

This activity requires pupil's to identify and explain the Christian denominations in South Sudan. Link the lesson from what was learnt tackled about denominations in South Sudan. Having mentioned these denominations, pupil's will attempt to explain about them. Guide them to understand that these denominations are sub-units under Christianity religion.

In groups, ask pupil's to compare and contrast the different denominations identified in terms of:

- Formation
- Way of worship
- Leadership in these churches
- Learning and training institutions sponsored by these mission centres.

Assessment opportunities

Observation

Observe pupil's discussing in groups the have different denominations in South Sudan.

Can they understand why there different denominations in South Sudan?

Conversation

Talk to the pupil's while they are discussing in pairs and groups.

Are they able to explain the different denominations in South Sudan?

Product

Listen to their explanations about the different denomination in south Sudan. Share answers in class.

Activity 4.3

In this activity, pupil's are expected to know the Islamic sects. Lead pupil's to explain the spread of Muslims in the northern part of South Sudan. Let them identify major sects in Islamic religion. After identification, if pupil's can access the internet, let them discuss the two sects; Shia and Sunni Muslim Sects.

In groups, let pupil's create a coherent understanding of what they have found out during the class discussion. Group pupil's to discuss the similarities and differences between the Shia and Sunni sects. Each group to come up with their points for class presentation.

Assessment Opportunities

Observation

Observe pupil's discussing in groups about the Islamic in denominations. Can they mention of Sunni and Shia sects?

Conversation

Talk to the pupil's while they are discussing in pairs and groups.

Are they able to explain the Similarities and differences in the two Islamic denominations?

Product

Listen to their explanations about the similarities and differences of the two Islamic sects.

Do they differ in their understanding?

Activity 4.4

The roles of different denominations in promoting peace and coexisting

Information for the teacher

By the end of the sub-topic, the pupil's should be able to explain the roles of different denominations in promoting peace and co-existence in the country.

Using pictures and charts, guide the pupil's in answering the questions in the introduction activity. Set the pupil's in small groups to discuss on the role of different denominations in promoting peace and co-existence in our country. Source for relevant videos showing the contributions of the different denominations in promoting peace and co-existence in our country.

Guide the pupil's to use the library materials, computers, smart phones or any other available source to find out the contributions of different denominations in promoting for peace and co-existence in our country.

The teachings of early church leaders

Information for the teacher

By the end of the sub-topic, the pupil's should be able to explain the teachings of the early church leaders.

Activity 4.5

Using pictures and charts, guide the pupil's in answering the questions in the introduction activity. Organise the pupil's in small groups to research on the teachings of the early church leaders. Set the pupil's in small groups to discuss on the teachings of the early church leaders. Source for relevant videos showing the teachings of the early church leaders.

Guide the pupil's to use the library materials, computers, smart phones or any other available source to find out the teachings of the early church leaders.

Let pupil's discuss in groups about the teachings of the early church leaders. They should discuss in pairs, groups and the class to come up with values of the early church leaders. They will compare and contrast with those of the modern church leaders.

Assessment Opportunities

Observation

Observe pupil's discussing in groups about the teachings of the early church leaders.

Can they understand the teachings?

Conversation

Talk to the pupil's while they are discussing in pairs and groups.

Are they able to explain the teachings of the early church leaders?

Product

Listen to their explanations about the teachings of the early church leaders in south Sudan.

Do they differ in their understanding?

Refer to Learner's Book pages 50 – 62

Religious Education Primary 6	Unit 5: Festivals and their seasons in all religions
Learn about	Key inquiry questions
<p>Pupil's should explore festivals and the season in which they occur. They should explore festivals and celebrations in other major religions (e.g. Christianity, Islam, African Traditional Religion, Hinduism, and Buddhism etc.) and should be introduced to the importance of festivals in the different denominations.</p> <p>They should compare and contrast how different faiths celebrate their festivals.</p> <p>Pupil's should dramatise the birth of Jesus Christ celebrated at Christmas by Christians.</p>	<ul style="list-style-type: none"> • Why are festivals so important to Christian and other faiths? • How do different faiths celebrate their festivals? • What lesson can we learn from the festivals celebrated annually in the different faiths?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the importance of festivals and their season in each religion. • Describe the practices of festivals in the various religions. • Show the similarities and the differences of festivals and their seasons in the various religions. 	<ul style="list-style-type: none"> • Read from spiritual text which contains the different festivals. 	<ul style="list-style-type: none"> • Appreciate the importance of the festivals in the various different religions. • Value and respect the meaning of the festivals in the various different religions.

Contribution to the competencies

Critical thinking: About the festivals and their seasons in the various religions.

Communication: Discussion of when the festivals occur and their significance for the various different religions.

Co-operation: Group dramatisation of the festival practices in the various religions

Links to other subjects

IRE: The celebration Idd Ul-Fitr.

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit looks at the festivals and their seasons in all religions. The unit discusses the importance of festivals and their season in each religion. Pupil's will learn about the practices of festivals in various religions; Christianity, Islam, Hindu and Traditional African Religions. They will discuss the similarities and differences of festival and their seasons in the various religions.

Using the Learner's Book

There are both words and pictures in the textbook, and your pupil's will not yet be able to read all these words. So it important that you read them out to the pupil's as you starts each activity. That way you will be 'modeling' reading and will help their development. The pupil's can copy you after you have read each phrase.

The different activities all have a different colour and shape, so the pupil's will soon associate them with the activity, and begin to recognize some of the words. Do not expect them to be able to read these words yet. However, it is helpful to have some words around on posters or boards so that they get used to seeing them and become familiar with spellings.

The student competencies

This unit presents many opportunities for critical and creative thinking: reading and interpreting the festivals and their seasons in all regions. Explanations, role playing and identifying core virtues and how they should be manifested.

Pupil's are asked to work in pairs, groups and with the help of their parent or guardian. So there are continuous opportunities for co-operation and teamwork. In their discussions and presentations in groups or as a whole class, there are many opportunities for communication.

It is important you model communication clearly, describing where appropriate features of good communication such as turn taking, active listening and full sentences construction.

Cross-cutting issues

- Environmental awareness
- Gender balance
- Peace education

- Regional integration
- Life skills
- Religious tolerance
- Integration of people with special needs
- Good citizenship
- Child right

Festivals and Seasons in all Religions

Information for the teacher

By the end of the sub-topic, pupil's should be able to explain the Festivals and seasons in all religions. Pupil's will explore various festivals in different religions in South Sudan.

Activity 5.1

Set the pupil's in small groups to discuss the festivals and seasons in all religions. Let every group report to the entire class their findings. Avail pictures photographs or charts showing different festival and seasons in all religions. Source for relevant videos showing different festivals and seasons. Organise the pupil's to watch and talk about what they have watched. Organise the pupil's and guide them using appropriate and relevant resources to discuss about festivals and seasons. Appreciate the pupil's appropriately.

Using pictures and charts, guide the pupil's in answering the questions in the introduction activity. Invite a resource person to speak about festivals and seasons in all religions.

Pupil's to ask their parents the annual festival celebrated in their community and in Africa. Allow them to present their findings before the next lesson.

Assessment Opportunities

Observation

Observe pupil's discussing in groups about festivals and seasons in all religions. Can they understand festivals and seasons in all religions?

Conversation

Talk to the pupil's while they are discussing in pairs and groups. Are they able to explain about festivals and seasons in all religions?

Product

Listen to their explanations about the festivals and seasons in all religions. Do they differ in understanding the festivals and seasons in all religions?

In pairs, pupil's should name the christian festivals seasons. Probe pupil's with questions like;

- Which christian festivals do you know?
- When are these festivals celebrated?
- What is the significance of these festivals to a christian?

Let them have a mental picture of each festival through observation pictures in the learner's book.

Activity 5.2

Choose one pupil to read the Bible verse as in the Learner's Book. Let the class summarise the key lessons in a statement form from the readings. Let the class answer the questions in class as you give emphasis on the Christmas festival. Let pupil's to share the experiences on how they attended a Christmas festival in their church.

Assessment Opportunities

Observation

Look at the pupil's identifying the festival in the learner's book. Ask them probation questions to stimulate their understanding. Can they identify the christian festival?

Conversation

Talk to pupil's while in groups. Guide them to understand the significance of Christmas festival.

Product

Read the answers in class.

Activity 5.3

This activity is about Easter festival and season celebrated by christians. Let a pupil read the two Bible passages as given in the book under the activity. Ask pupil's to explain the readings in a statement form to get a picture about Easter. Pupil's are required to explain the significance of Easter to christians.

Assessment Opportunities

Observation

Look at the pupil's identifying the festival in the learner's book. Ask them probation questions to stimulate their understanding.

Conversation

Talk to pupil's while in groups. Guide them to understand the significance of Easter festival.

Islamic festivals and seasons

Information for the teacher

By the end of the sub-unit, the pupil's are expected to name the Islamic festivals and seasons. They will discuss different festivals and their significance to Muslims. They are required to compare and contrast the Islamic festivals to the Christian festivals.

Activity 5.4

In this activity, pupil's will explore the Islamic festivals and seasons. Brainstorm pupil's about Islamic days of obligation. Talk of when Muslims go for Hajj in Mecca and the activities during pilgrimage. Brainstorm pupil's about Ramadhan and other festivals in Islamic faith. Guide pupil's to understand the significance of the two main festivals.

Expected responses:

Eid Ul-Fitr:-celebrated to mark the end Ramadhan. Ramadhan is a month of fasting in Islamic religion.

Eid Ul-Ad'ha:-celebrated to commemorate prophet Ibrahim's willingness to sacrifice his son on Mount Moriah. God had instructed Ibrahim to sacrifice Isaac as a sign of faith in God.

In groups, ask pupil's to compare and contrast the two Islamic festivals.

Assessment opportunities

Observation

Observe pupil's during discussion. Can they identify the main Islamic festivals?

Conversation

Talk to pupil's while in groups. Can they present their argument appropriately? Guide them to come up with explanation based on the festivals provided in the learner's book.

Hindu festivals and seasons

Information for the teacher

Hindus as any other religions have days of obligation. Hindus commemorate their festivals and seasons by acts of worship, fasting, feasting, vigil, rituals, charity among other religious activities. By the end of the sub-unit, pupil's are required to explain the main Hindu festivals and their significances. They will compare and contrast these festivals and relate to other religions.

Activity 5.5

Ask pupil's with questions about the various Hindu festivals and seasons. In class, let pupil's discuss the significance of the Hindu festivals.

In groups, let pupil's compare and contrast between Diwali and Gudi Padwa as the main Hindu Festivals. During discussions, guide pupil's on activities done during the celebration of each festival. Moreover, pupil's are expected to come up with similarities and differences between the Hindu festivals and the christian festivals.

Assessment opportunities

Observation

Observe pupil's during discussion. Talk to them to inquire more of what they know about Hinduism as a religion. Can they identify festivals in Hindus?

Conversation

Talk to pupil's while in groups. Can they present their argument appropriately? Guide them to come up with explanation based on the festivals provided in the learner's book.

Traditional African religious festivals and seasons

Information for the teacher

This sub-unit is about traditional African religious festivals and seasons. Pupil's will explore the various festivals celebrated in African society. They will discuss naming, planting, and harvesting festivals and relate them to the christian festivals.

Activity 5.6

Ask pupil's on what they understand about Traditional African religion. They should link on what they know from the community to new concepts. Pupil's will identify the Traditional African religious festivals and seasons. They should discuss in class the significance of these festivals in the community.

In groups, ask pupil's to compare and contrast these festivals to christian festivals and seasons.

Assessment opportunities

Observation

Observe pupil's during discussion. Talk to them to inquire more of what they know about Traditional African religious practices. Can they identify Traditional African religious festivals and seasons?

Conversation

Talk to pupil's while in groups. Can they present their argument appropriately? Guide them to come up with explanation based on the festivals provided in the learner's book.