



South Sudan

Secondary Citizenship 4

Teacher's Guide

Secondary Citizenship 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 Citizenship, 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 Guide provide:

- Full coverage of the national syllabus.
- A strong grounding in the basics of Citizenship.
- Clear presentation and explanation of learning points.
- A wide variety of practice exercises, often showing how Citizenship can be applied to 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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South Sudan

**Secondary
4**

Citizenship

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 the basic education curriculum reforms is to enable every citizen to become an **engaged, empowered** and **ethical** citizen. This will be achieved by providing every citizen 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 learners in exciting activities that allow them to use and progressively demonstrate the competencies outlined in the curriculum.

This Teacher's Guide has been designed to do just that. It places the learner at the Centre of learning. The Teacher's Guide provides pathways for identifying and nurturing the talents and interests of learners 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 learners' book provide methods of **assessment, promoting of national 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. At the end of the day, no child should be labelled a failure.

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 and interesting teaching and learning activities.**

Organisation of the teacher's guide

1. Units
2. Learning outcomes
3. Key inquiry questions
4. Core competences to be developed
5. Teaching and learning resources
6. Teaching methods
7. Learning activities

Units

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

These represent the skills; **for example, knowing opportunities for change, understanding the government, knowing the human rights and demonstrating patriotism towards our country and culture.** It is through the skills that learners apply their learning and engage in higher order thinking. These skills relate to the upper levels of Bloom's taxonomy and they lead to deep rather than surface learning.

Learning outcomes

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

- Understand the charters for peace and conflict resolution.
- Know some of the systems of government around the world and make comparisons to that of South Sudan.
- Know and understand how the economy functions in South Sudan.
- Appreciate the rights and responsibilities of consumers, employers and employees.
- Understand the peace making processes.
- Explain the need for sustainable development in South Sudan and around the world.
- Plan and organise a community project.

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 learners want to find out the solutions in the course of the lesson.

Core Competences to be developed

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

- Critical and creative thinking
- Co-operation
- Communication
- South Sudanese culture and identity.

Teaching and learning resources

This section lists the teaching aids needed for the theme. These are the materials for lessons in this book:

- Learner's textbook
- Newspapers
- The constitution
- Pictures and photographs among other illustrations
- Charts
- Internet
- Audio visual materials

Sometimes the teacher can improvise relevant materials for lessons.

Learning activities

Learning activities help the learners through a practical approach to attain their expected learning outcomes. Activities also guide the teacher through the teaching process and framing of his lessons.

Teaching Methods in Citizenship

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

- (i) Demonstration
- (ii) Role play
- (iii) Individual work
- (iv) Discussion

These methods are good and should be used appropriately as per the lesson at hand.

(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.

(ii) Role play

The teacher can ask learners to act out a dialogue in small groups and then demonstrate before the whole class. This method enables learners to fully interact with one another and with the teacher during the lesson.

(iii) Individual work

Individual work by pupils begins when the teacher assigns a few problems to them during class work. This is the application session where 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.

(iv) 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 learners 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.

Note:

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

a) Schemes of work

A scheme of work is a collection of related topics and subtopics drawn from the syllabus and organised into lessons week by week for every term.

b) Lesson plan

A lesson plan is a detailed outline of how the teacher intends to carry out a specific lesson.

Grouping Learners

Learners can be grouped for discussions and activities considering any 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 learners 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) Learners can learn from one another.
- (f) Cooperation among learners can easily be developed.
- (g) Many learners accept correction from the teacher more readily and without feeling humiliated when they are in a small group rather than the whole class.
- (h) Learners' creativity, responsibility and leadership skills can easily be developed.
- (i) Learners 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 learners 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.

Teaching Resources

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

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

Improvisation

If each learner is to have a chance of experimenting, cheap resources must be made available. Expensive, complicated materials may not always be available in most schools. Such sophisticated equipment made by commercial manufacturers is usually expensive and majority of schools cannot afford it. The teacher is therefore advised to improvise using locally available materials as much as possible.

Note: Certain topics are best studied during a particular weather condition than at other times. For instance, observation of colours and visit of a farm are best done during sunny weather. The teacher should therefore think ahead while making the scheme of work so that the prevailing weather pattern is considered. This will ensure that suitable activities for learning Citizenship are planned for with the weather in mind.

However, a good scheme of work should be sufficiently flexible to cope with unexpected situations and can be altered or modified to suit certain circumstances.

Conclusion

This Teacher's Book has been written to help you guide students to learn Citizenship.

In the most enjoyable and captivating manner, you are reminded to always arouse the curiosity of learners as you teach.

Learn about	Key inquiry questions
<p>Learners should explore and develop their understanding of the Charter of the United Nations. They should consider the foundations of the UN, some aspects of its history and how their work has developed in recent history. Learners should identify which chapters in the Charter are particularly relevant to peace keeping and conflict resolution. They should read carefully in order to understand some of the processes and strategies described in some articles that are aimed at identifying and responding to threats to peace.</p> <p>Learners should find out about the African Union (AU) and compare its establishment and history to that of the UN. They should consider what led to the changes from the Organisation of African Unity (OAU) to the AU in 2001. Learners should talk to others about what they know about the AU and should begin to evaluate the effects and impact of the AU on previously Sudan and the present South Sudan. Learners should explore the objectives of the AU and analyse these to identify peace and conflict resolution. Learners should investigate the AU 'Protocol relating to the establishment of peace' and should draw conclusion about the articles that are most relevant to the current situation in South Sudan.</p> <p>Learners should share what they have learnt about the role of the Un and the AU with younger learners in order for them to appreciate the range of organizations that are working towards peace in our time. Learners should adapt what they have learnt so that it is suitable for a younger audience, after selecting the key messages and ideas from their research.</p>	<ul style="list-style-type: none"> • What aspects of the AU and UN Charters are the most relevant to the people of South Sudan today? • What are the significant aspects of the history of the AU that have shaped their current Charter? • What roles of the AU and UN have visible effects on everyday life in South Sudan? • What aspects of other organizations have a significant influence on policy making at a local level?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the role of the United Nations (UN) the African Union (AU). • Understand the role of the Charter of the United Nations (UN) and the African Union (AU) on conflict and resolution. 	<ul style="list-style-type: none"> • Explore the relevance and impact of AU and UN treaties, protocols and articles related to peace and conflict resolution. • Investigate and compare the aims and objectives of the AU and UN in relation to peace and conflict resolution. 	<ul style="list-style-type: none"> • Appreciate the work of international organizations in peace keeping. • Respect the ability and importance of international organizations to promote peace.
<p><u>Contribution to the competencies:</u></p> <p><u>Critical and creative thinking:</u> Plan and carry out investigations into the roles of AU and UN. Sort and analyse information about policies for peace to come to conclusions about their effectiveness.</p> <p><u>Culture and Identity:</u> Take pride in the South Sudanese identity and the diverse nature of South Sudanese society.</p>		
<p><u>Links to other subjects:</u></p> <p><u>Peace education:</u> Understand the role of the AU and UN on peace and conflict resolution.</p>		

Assessment Opportunities

The opportunities for assessment are indicated below.

- Observation
- Conversation
- Product

An Outline for the learning

This topic focus on the United Nations, the Organisation of African Unity and the African Union. It examines the formation, organisation and the functions of the various organs of these organisations. Moreover, it focuses a lot on the ways through which these organisations operate to promote stability, peace and reduce conflicts in the various part of the world.

In this topic learners will explore the various ways through which these organisations have tried to promote peace and stability in South Sudan through their various organs and strategies. Therefore, it is important to relate these organisations to the past and present situations in South Sudan during the learning process.

Using the Student textbook

This unit is rich with text that explains the various organisations that advocate for peace. It also has a lot of pictures that explain various concepts. There are also 12 activities that are useful to the learners towards achieving the learning outcomes. Group and pair the learners accordingly so that they can handle the activities well. Be ready to assist them as you moderate discussion sessions.

The student Competencies

Critical and creative thinking is promoted through giving reasons for answers and interpreting pictures by the learners.

Learners have also been asked to work in groups and pairs which promote opportunities for co-operation and also teamwork.

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

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

Cross-cutting issues

The unit contributes to peace education and cooperation.

The United Nations (UN)

The key is for the learners to understand what the UN is in relation to the charters of peace and conflict resolution.

Activity 1.1 (Learner's Book page 1-2)

Ask the learners to carry out the following activity when they get home. Ask them to find out any organisation that has been established to maintain peace and security. Ask them to inquire if the organisation has been able to achieve its objectives. Let them also find out if there are any challenges facing the organisation.

They will have to make class presentations in the next lesson.

Explain to the learners, that just like any other organisations, the UN was formed for specific reasons. It also experiences challenges towards achieving its objectives.

Suggested answers to activity 1.2 (Learner's Book page 3-4)

Some of the challenges faced by the UN include:

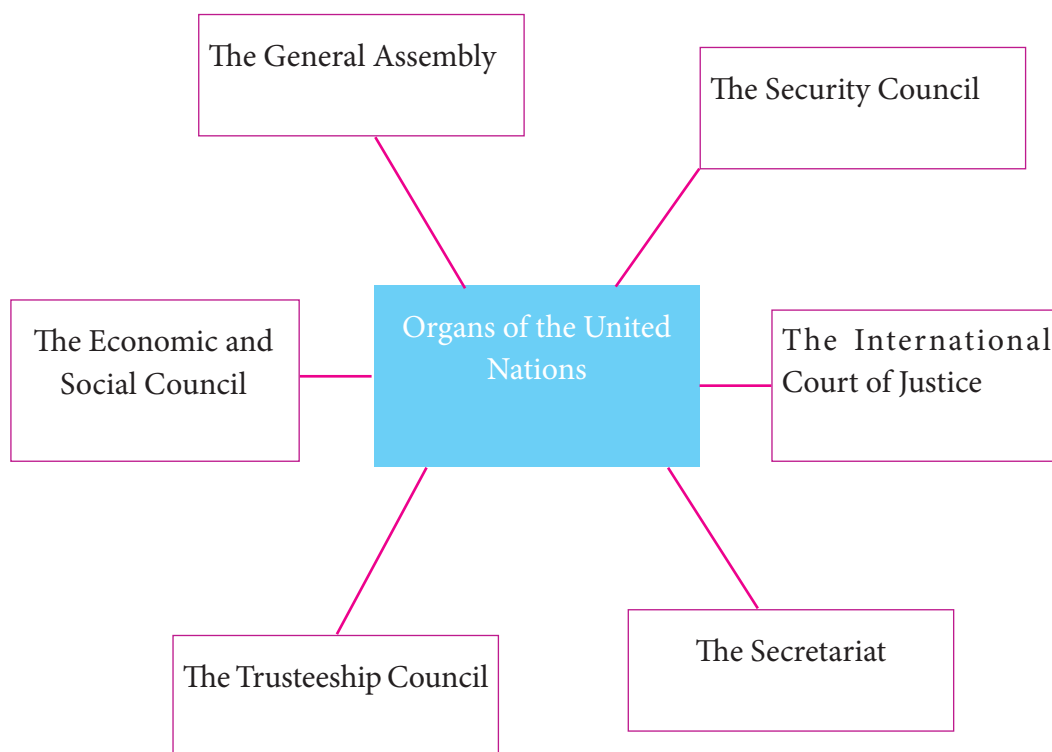
1. Out-dated structures – only 5 permanent members
2. Lack of central entity to oversee the autonomous agencies.
3. Increasing demands for help and other needs all over the world.
4. Unreliable funding by the members.

Encourage the learners to present their answers before you can tell them the few above.

Assessment Opportunities

- **Observation:**
Observe the learners during the discussion and presentations. Can they give the objectives of UN?
- **Conversation:**
Talk to them and guide them to identify some members of UN.
Talk to them. Can they understand objectives of the UN.

Organisation of the UN



Organs of the UN.

Ask the learners to brainstorm and discuss what is meant by the organisation of the UN.

In small groups ask learners to discuss how the UN is organised and write brief notes.

Ask the learners to identify the organs of the UN. Allow them to use the information in the learner's book to enrich their discussion.

Assessment Opportunities

- **Observation:**
Observe the learners during the discussion and presentations. Can they give the organs of the UN?
- **Conversation:**
Talk to them. Do they understand the organs?
- **Product:**
Look at their answers.

Functions of the Organs of the UN General Assembly and Security Council



A sitting of the UN General Assembly.

Ask the learners to list down all the organs of the UN that they identified in the previous lesson.

Ask them to brainstorm and discuss the composition of the General Assembly organ and its functions.

Ask them also to discuss the Security Council and its mandate. They should highlight the permanent members of the Security Council.

The information in of the learner's book can help them have a good discussion.

Class Activity 1.3 (*Learner's Book page 4-8*)

Help the learners to improvise a sitting similar to that of the UN general Assembly meeting.

Select one learner to act as the chairperson. The chairperson should moderate the meeting while the rest of the learners (members) give their views on the important areas of maintaining peace and unity.

The members here act as the representatives of the member countries of the UN.

Explain to the learners that the above activity is a simulation of what happens during the UN General Assembly meeting.

It is through the meeting that the council plans on its objectives.

Assessment Opportunities

Observation:

Observe the learners during the discussion. Do they know the functions of the General Assembly?

Conversation:

Talk to them. Do they understand what the Security Council does?

Product:

Look at their work.

The Secretariat, International Court of Justice, the Economic and Social Council, the Trusteeship



President Salva Kiir with former UN Secretary General, Ban Ki-moon from South Korea.



Kofi Annan, former Secretary General to the UN from Ghana.



António Guterres the current Secretary General to the UN from Portugal.

Ask the learners to explore the Secretariat organ of the UN and its functions. Ask them to point out some of the individuals who have worked as the Secretary Generals of this unit.

Tell the learners to use information from the text book and discuss the International Court of Justice, the Economic and Social Council and the Trusteeship, where they are based and their mandates.

Ask them to study the illustrations presented in the learner's books which are also key in the understanding of the content.

Assessment Opportunities

Observation:

Observe the learners during the discussion. Do they understand the work of these organs?

Conversation:

Talk to them. Do they understand why these organs were constituted?

Achievements of the United Nations



Class Activity 1.4 (Learner's Book page 9-10)

Ask the learners to look at the picture in their book on **page 9**.

Ask them to tell you what they can see. Ask them to tell one another how they can be involved in such an activity.

Let them tell you how the things going on in the picture can be useful towards maintenance of peace and security.

Ask the learners to explore the successes of the UN in general. Let them use the functions of each organ that they looked at to help them get the answer they need.

Assessment Opportunities

Observation:

Observe the learners during the discussion. Can they identify any achievements of the UN?

Conversation:

Talk to them. Find out the understanding about UN and its work.

Product:

Check their work.

The role of the United Nations in peace and conflict resolution

Class Activity 1.5

Role Play

Organise the learners to improvise a UN Security Council round-table negotiation meeting. Let them choose the chairperson and other officials in attendance.

Ask them to discuss the importance of maintaining peace in member states. The chairman should regulate the meeting.

Ask learners questions about the previous lesson as a reminder of what they learnt.

Ask learners in their groups to brainstorm and discuss what they believe roles played by the UN in conflict resolution. Let the learners explore the UN organisations that have advanced their activities in South Sudan especially towards conflict resolution. Some of these organisations include United Nations Education, Scientific and Cultural Organisation (UNESCO) and United Nations Mission in South Sudan (UNMISS).

Ask them to identify more humanitarian activities done by United Nations in South Sudan that they are aware of.

Class Activity 1.6 (Learner's Book page 11-13)

Ask the learners to look at the pictures under this activity carefully. Let them also read the article provided under the pictures.

Ask them to list all the organisations mentioned in the text.

Ask them as well to say the countries mentioned in the article that works closely with the South Sudanese government towards bringing peace. From the article, the learners can also talk about the efforts by the government towards realisation of peace.

Finally ask them to say how important the meeting is to South Sudan in terms of social, political and economic stability and peace in general.

Assessment Opportunities

Observation:

Observe the learners during the discussion. Do they know in any way how the UN has been useful in resolving conflicts in South Sudan and around the world?

Conversation:

Talk to learners, can they identify how the UN activities have changed their lives?

Product:

Check their work. Have they pointed out roles of UN in conflict resolution?

The African Union (AU)

Ask the learners to tell each other if they have ever heard of the AU. Let them share in pairs the information they know about AU. Explain to them the former name of AU, the Organisation of African Unity (OAU).

Ask them to get into their groups, and use information in the learner's book to discuss the objectives of the OAU.

Help the learners in their discussion to understand well. Answer their questions should they ask.

Class Activity 1.7 (Learner's Book page 13-15)

Ask the learners to use any information materials from the library such as magazines and newspapers and other materials to identify challenges that OAU faced.

Suggested responses to Activity 1.7

Challenges faced OAU include the following:

- Political instability in some member countries.
- Inadequate and unreliable funding system.
- The post-conflict reconstruction and peace building.
- OAU lacked security people for peace keeping missions.

Ask the learners to identify other regional organisations that OAU played a big role to establish such as the Economic Community of West African States (ECOWAS) and the Common markets for Eastern and Southern African (COMESA).

The learners should present their work to the rest of the class as you moderate it.

Assessment Opportunities

Observation:

Observe the learners during the discussion. Are they able to identify some of the achievements of OAU?

Conversation:

Talk to learners. Do they know some challenges that the OAU faces?

Foundation of the African Union



African Union headquarters in Addis Ababa, Ethiopia.

Lead the learners to explore the African Union from when it was formed to replace the OAU, to the member countries.

Let them discuss where the AU headquarters are located. Ask them to look at the picture of the AU headquarters in the learner's book.

Ask them to explore the African Union charter and its objectives. Allow them to refer the textbook information for some points they need.

Activity 1.8 (Learner's Book page 15-18)

Ask the learners to write down the principles of African Union. Ask them to refer to the information in the learner's book.

Assessment Opportunities

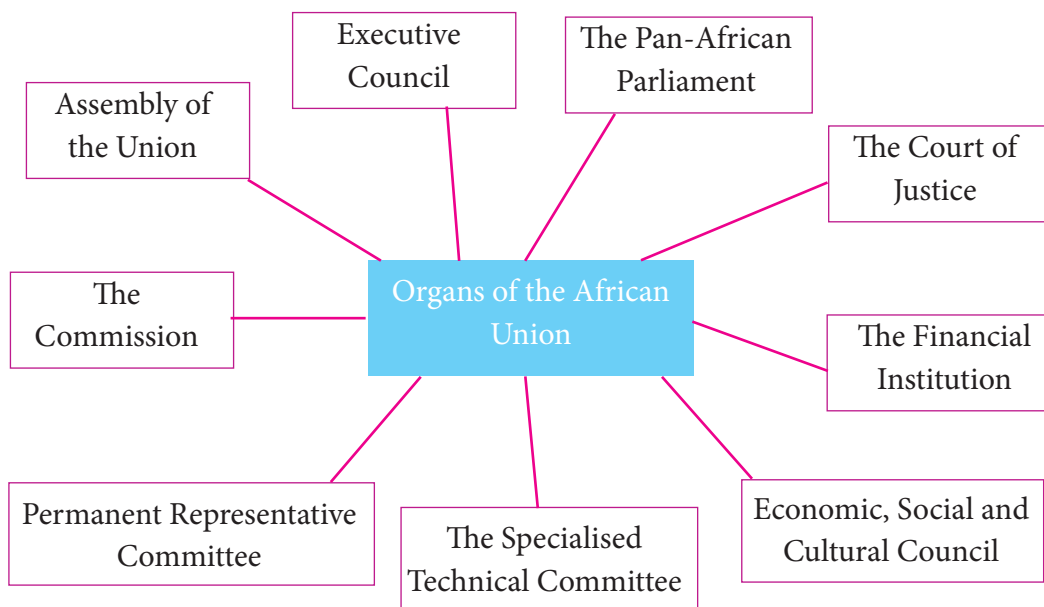
Observation

Observe the learners and see if they understand the objectives of the AU.

Conversation

Talk to learners to check their understanding of the AU.

Structure of the African Union



structure of the Au.

Ask them in their groups to explore and share about each organ in terms of composition and functions.

Information in the learner's book is useful for their discussion. Encourage them to make reference.

Assessment Opportunities

Observation:

Observe the learners work. Do they know the organs of AU?

Conversation:

Talk to learners. Listen to what they say. Have they understood roles of each organ of the AU?

Product:

Can the learners describe the structure of the AU?

The achievements of the African Union

The key is for the learners to know and understand how the AU has achieved some of the objectives as to why it was formed.

Ask the learners to discuss the achievements of the African Union.

Ask them to compare the achievements of the AU and the OAU. Which of the two organisations has had more achievements and impacts than the other?

Class Activity 1.9 (*Learner's Book page 19*)

Ask the learners to research on the challenges facing the African Union.

Ask them to point out ways in which AU is dealing with the challenges. The learners should make presentations after the discussion.

Suggested responses to Activity 1.9

Some of the ways of curbing challenges faced by the African Union include:

- Introducing a special fund for sustenance of the AU activities.
- Partnering with other organisations like the UN to gain strength in handling some stumbling issues.
- Contribution of funds by all member countries to ensure enough funds for carrying out the work by AU.

Assessment Opportunities

Observation:

Observe the learners work. Do they understand the achievements of AU ?

Conversation:

Talk to learners and listen to what they say. Can they give achievements of the AU?

Product:

Read their answers

The African Protocol in relation to establishment of peace and conflict resolution

Using information on **page 19** of the learner's book, explain to the learners what the African protocol is.

Talk to them about when it was signed and for what reasons. Tell them about the Peace and Security Council that was formed during the Durban protocol. What were the objectives of the Security Council? Information in the learner's book will help you guide them.

Ask the learners to discuss the objectives of the Peace and Security Council.

Class Activity 1.10 (*Learner's Book page 20-21*)

Ask the learners to study the two pictures under this activity. Let them tell you what they can see in the pictures.

Ask them to tell one another what the second photo illustrates.

They can then share their thoughts and views with the rest of the class members through discussions.



Briefly explain to the learners about the standby forces of the African Union.

Assessment Opportunities

Observation:

Observe the learners work. Do they know roles of the African peace and Security Council?

Conversation:

Talk to learners and listen to what they say. Have they know about principles of AU peace and Security Council?

Principles of the African Union Peace and Security Council

Ask the learners to refer to the information from the learner's book and talk about the principles of the African Union peace and Security Council.

Lead them to explore the principles one after another and discuss what each principle stands for. Provide guidance where necessary as the learners proceed with the discussion.

Class Activity 1.11 (Learner's Book page 21-22)

Guide the learners on how they will gather information about various ways our country has benefited from initiatives by African Union. Let them use internet or other relevant materials available to them.

Ask them to present their work after discussion

Assessment opportunities

Observation

Observe the learners as they discuss. Have they understood the principles of AU peace and Security Council?

The role of African Union in Peace and conflict resolution in South Sudan



Class Activity 1.12 (Learner's Book page 22-24)

Ask the learners to study the images under activity 1.10. Ask them to tell you what they can see in the images.

Ask them to tell you how what is happening in the images can promote peace and reduce conflict in South Sudan. In their groups, ask them to compare the similarities between the AU and the UN in their peace and conflict resolution efforts.

The similarities should be presented in a table with UN on one side and AU in the other column.

Ask them to make another table that shows the differences between the two organisations.

Assessment Opportunities

Observation:

Observe the learners work. Are they explaining how the AU contributes to peace and conflict resolution?

Conversation:

Can the learners differentiate between the UN organs and the AU.

END OF UNIT SUMMARY

As we have seen above, there exists various organisations such as the organisation of African Unity, The African union and the United Nations. These organisations as discussed have distinct organs and structures with clearly laid out roles which gives them clear framework to operate within. These include the assemblies the Security Council and specialised agencies.

It is important to appreciate the fact that these organisations have played a key role in conflict resolution in different countries in the world.. This has been achieved through various activities and programmes crucial to peace and conflict resolution.

Learn about	Key inquiry questions
<p>Learners should consider what they know about how the government of South Sudan is organized. They should revisit their leaning about parliament, the courts and governance and discuss together which systems, functions and strategies they think are used by governments in other parts of the world.(For example: agents of political society; public institutions; Universal reach etc.) Learners should choose to investigate in groups, different governments around the world, comparing them as they conduct their research to what they know about the government in South Sudan. Each group should conclude their learning by presenting what they have found out to other groups. All groups should then work together to illustrate features that are common or in contrast to each other across the governments explored</p> <p>Having explored government structure and policy in South Sudan and beyond, learners should discuss how governments work together to promote peace for example, address Climate Change or poverty. Learners should explore activities such as International Summits and Government funded Aid programmes in order to identify the main challenges of global interdependence and how this relates to our individual responsibility as Global Citizens.</p> <p>Learners should also explore other intergovernmental organisatiosn such as in order to deepen their understanding of global issues and how they are monitored.(For example: The International Court of Justice; the General Assembly and the Security Council.)</p>	<ul style="list-style-type: none"> • What are the important similarities and differences between the Government of South Sudan and other countries? • What are the key aspects of Global interdependence? • What are some solutions being explored today internationally that support progress towards meeting the challenges of global interdependence?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know about some of the wider issues and challenges of global interdependence. • Know about and understand the related responsibilities of individuals and governments to global interdependence. 	<ul style="list-style-type: none"> • Investigate systems of governance around the world. • Explore strategies to solve problems associated with global interdependence. • Explore the benefits of international partnerships to challenge international conflict and promote peace. 	<ul style="list-style-type: none"> • Value the coordination of international government bodies
<p>Contribution to the competencies:</p> <p><u>Culture and identity:</u> Build an understanding of South Sudanese heritage in relation to the wider world. Value diversity and respect people of different races, faiths, communities, cultures and those with disabilities.</p> <p><u>Critical and creative thinking:</u> Plan and carry out investigations into systems and government policies in other parts of the world.</p>		
<p>Links to other subjects:</p> <p><u>Peace Education.</u> Understand the role of the UN and AU in shaping law and Governance in South Sudan.</p> <p><u>Environment and sustainability:</u> Know how the government can support and address Issues related to Climate Change.</p>		

Assessment Opportunities

The opportunities for assessment are indicated below.

- Observation
- Conversation
- Product

An Outline for the learning

This unit teaches the various forms of government that exist in other parts of the world and their comparisons to South Sudan's government.

In this topic we will explore the process of the formation of the governments of Kenya, Britain and the United States of America. We will explore the electoral process, the various arms of governments including the legislature, the executive and the judiciary while keenly looking at their distinct functions. We will also explore the similarities and differences between these governments and South Sudan's.

In the whole topic; learners will learn the meaning, importance, aspects and responsibilities of the governments, challenges and solutions to global interdependence.

Guide the learners to understand meaning of terms such as global, interdependence, aspects of interdependence, government responsibility to global interdependence and challenges facing global interdependence.

Using the Student textbook

The information in this unit about various governments is presented in various forms. For example, it has more than ten activities that are useful to the learners towards attainment of the learning outcomes. Group the learners and pair them too in preparation for the teaching of this unit. The unit also has quite a number of pictures that are good and supplement the text and activities during learning.

Guide the learners to explore the systems of governance in Kenya, Britain and the United States and make a comparison to that in South Sudan. The learners will also need your help in the exploration of strategies that can be used in solving problems associated with interdependence.

The student Competencies

Critical and creative thinking

Creative and critical thinking

This competence is promoted through the comparisons and contrasts between the various forms of government in other parts of the world to that of South Sudan.

Communication

Through group discussions, learners communicate to one another hence promoting their skills of communication.

Co-operation

This competency is also promoted through the discussions and pair work by the learners.

Cross-cutting issues

The unit promotes international co-operation

Systems of government around the world

Class activity 2.1 (*Learner's Book page 25-30*)

Ask the learners to use the information from the previous topics to list the various aspects that make up a government.

Let them do the work in pairs

Ask them to state the three arms of the government of South Sudan and remind themselves the roles of each arm.

- Ask them to write down the composition of each arm of the government of South Sudan and share the work in the groups.

Assessment Opportunities

Observation

Observe the learners work. Can they remember various organs of government?

Kenya

Ask learners to refer to the information about the Kenyan government in the text book and discuss the government of Kenya.

Ask them to explore the electoral process in Kenya and make short notes for presentation.

Lead them in discussing the functions of the electoral body of Kenya – the Independent Electoral and Boundaries Commission (IEBC).

Class activity 2.2 (*Learner's Book page 30-31*)

Guide the learners in their groups to compare the electoral body of Kenya (IEBC) an the South Sudanese electoral body in terms of their functions.

Ask them to bring out the similarities and differences clearly.

Assessment Opportunities

Observation:

Observe the learners work.Are they able to highlight the comparisons between Kenyan electoral body and that of South Sudan?

Conversation:

Can the learners differentiate between elections in Kenya and in South Sudan?

Formation and functions of the government of Kenya



A parliament session in Kenya.

Ask the learners to study the Kenya’s legislative houses, the National Assembly and the Senate as highlighted in the learner’s book. Let them explain to one another any information they know about these houses.

Guide them explore the composition of the Kenya’s executive and its functions.

Lead them in discussing the composition of the Kenyan Judiciary arm of government and its functions.

Class activity 2.3 (*Learner's Book page 31-34*)

Pair up the learners and let them compare the Kenyan parliament to the South Sudanese parliament. Let them bring out both the similarities and difference between the two. They can use tables to compare and contrast.

Class activity 2.4 and 2.5 (*Learner's Book page 34-35 and 35-36*)

Guide the learners to discuss in pairs and come up with a comparison between the executive of South Sudan and the executive of the Kenyan government.

Ask them to also make another comparison between the judiciary in Kenya and the judiciary in South Sudan

As explained in the learner's book, explain to them functions of the Kenya defence forces.

Assessment Opportunities

Observation:

Observe the learners work. can they compare Kenyan government to that of South Sudan?

Conversation:

Can the learners differentiate between functions of the judiciary in Kenya and judiciary in South Sudan.

Product:

Read their answers.

Britain

Ask the learners to share any information they may know about Britain. Ask them where Britain is found, which continent?

In their groups, ask them to refer to the notes in the Learner's book and discuss the electoral process in Britain.

Class activity 2.6 (*Learner's Book page 37-38*)

Having understood the electoral process in Britain, ask the learners to compare and contrast Britain's electoral process and that of South Sudan.

Assessment Opportunity

Conversation:

Talk to the learners can they describe the electoral process in South Sudan?

The structure and functions of the British government



Queen Elizabeth.

Ask learners if they remember what they learnt in Secondary One about other forms of government around the world.

Ask them to use the little knowledge they learnt to help them discuss the structure of the British government.

Ask them to make references on the information on **pages 37, 38 and 39** of their learner's book.

Guide them describe the Monarchy and the Executive with their functions.

Ask them to discuss the functions of the Judiciary in Britain. Help them to achieve this.

Class activities 2.7 and 2.8 (*Learner's Book page 39 and 40-42*)

Guide the learners through a comparison exercise between the Executive of South Sudan and that of Britain with reference to their functions and composition.

Ask them to use the information in the textbook about the Judiciary of Britain to compare it to that of South Sudan.

Lead them in discussing about the legislature of Britain and its functions. Let them make short notes as you discuss with them. Allow them to ask questions where they haven't understood.

Assessment Opportunities

Observation:

Can the learners describe the structure of government in Britain?

Conversation:

Talk to the learners. Can they make comparison between the South Sudanese government and that of Britain?

The United States of America (USA)



Map of USA

With reference to page 40 and 41 of the learner's book, ask the learners to discuss the electoral process in USA.

Ask them to explore the types of elections held in the USA.

Class activity 2.9 (Learner's Book page 42-45)

Ask the learners to make comparison between the electoral process in the USA and South Sudan.

Ask them to share their work with their friends and make class presentations

Moderate the class presentations as you ask them questions just to ensure they are doing the correct thing. Guide them where they could be wrong.

Assessment Opportunity

Observation:

Can the learners describe the structure of government in USA?

Conversation:

Talk to the learners. Can they make comparison between the South Sudanese electoral process and that of USA?

The functions of the US government



President Donald Trump of the US.

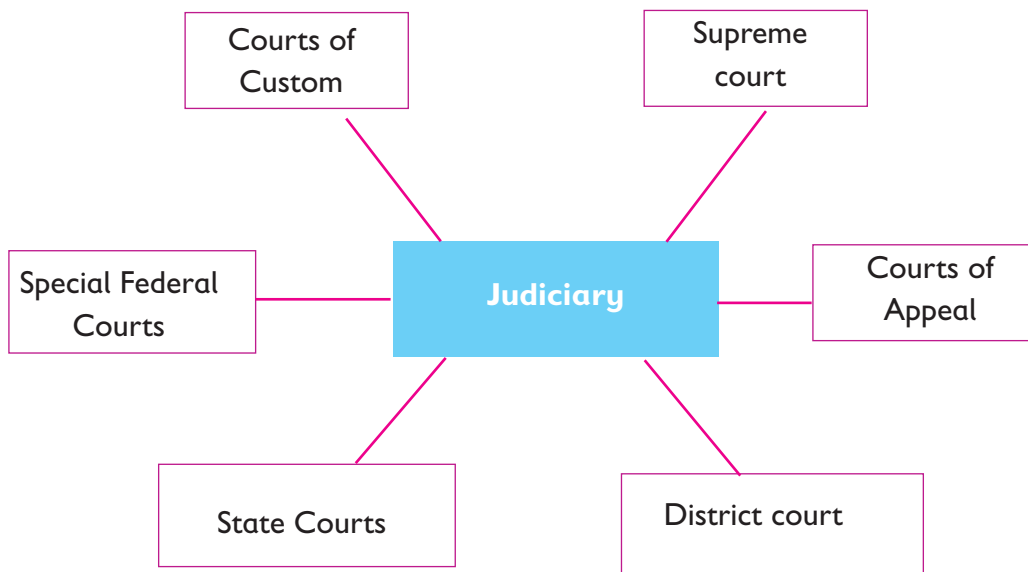


Barrack Obama, the former US president.

Ask the learners to explore the information in their learner's book and discuss the bicameral legislative house in the USA.

Guide them to look at the functions of the president and the cabinet of the USA.

Lead the learners to discuss the US judiciary. They may refer to page 44 of their text book to enrich the discussion.



Class Activity 2.10 (Learner's Book page 45-46)

Ask the learners to study the illustrations under this activity 2.7 in the learner's book. Ask them to single out similarities in the two photographs. They should identify the personalities in the photographs.

Assessment Opportunities

Observation:

Do the learners know the functions of government in USA?

Conversation:

Talk to the learners, can they explain composition of the US judiciary.

Differences in systems of government between that of South Sudan and those of the selected countries

From the information in the learner's book, explain to the learners the differences between South Sudanese government and the governments of the selected countries.

Ask them in their groups to draw tables that bring out the differences in columns.

Walk from group to group and give more guidance as the learners discuss. Respond to their questions should they ask any.

Class Activity 2.11 (*Learner's Book page 46-49*)

Give the learners time to research on the challenges facing the system of government used in Britain.

Aspects of Global Interdependence

Define global interdependence for the learners to understand what the lesson is about.

Ask them to discuss how countries depend on each other economically, socially and environmentally.

Ask them to explore the responsibilities of individuals and governments towards global interdependence. They can refer on **pages 46 and 47** of their textbook to enrich the discussions.

Class Activity 2.12 (*Learner's Book page 49-51*)

Guide learners to study and identify the activities in the photograph on page **49**.

In their groups, ask them to discuss how good financial policies have promoted existence of foreign financial institutions in South Sudan.

Let them suggest improvements needed to attract more financial investors in South Sudan.

Assessment opportunity

Conversation:

Talk to the learners. Do they understand the aspects of global interdependence?

END OF UNIT SUMMARY

As we have seen this topic explores the various systems of governments and how they function. It is clear that these governments have an important role to play within and without their borders. The governments share common arms such as the Legislature, Executive and the Judiciary. These have various roles such as making laws, implementing laws and interpretation of laws.

On the other hand, it is important for countries to come together and inter relate so as to have a society which is peaceful and cohesive.

Learn about	Key inquiry questions
<p>Learners should find out about and develop their understanding of the role of the individual, business and government in the workings of the economy, and how money flows between them. They should begin by exploring individual and family expenditure and how personal finance is managed in order to save for the future. Learners should think about income and discuss with their families where and how income is spent. They should link this to how the government spends taxes and begin to explore the tax system. They should explore VAT as an opportunity investigate where the money that consumers spend actually goes. (For example a clothing sale needs to include payment to the worker, the factory owner, the distributor, the retailer etc.)</p> <p>Learners should discuss what priorities for spending should be in their own community their state and in the country as a whole. They should debate issues such as health, infrastructure and education in order to ascertain where they believe money should be spent by the government. In order to fully inform this debate, learners should investigate government spending by looking at records of public spending etc.</p> <p>Having explored how the economy works in South Sudan, learners should research reports that describe and compare spending in other countries. Learners should begin to develop their own ideas for improving the economy.</p>	<ul style="list-style-type: none"> • What role do taxes have in balancing the economy? • What laws and systems work the most effectively manage the economy? • What ideas should the country explore in order to improve the economy?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know about the rights and responsibilities of consumers. • Know and understand the rights of employers and employees. • Know and understand how the local and national economy affects consumers, employees and employers. 	<ul style="list-style-type: none"> • Investigate the role of individuals, business and the government in the workings of the economy. • Explore how the economy has a direct impact on trade and consumerism. • Analyse why the economy has a challenging effect on employers and employees. 	<ul style="list-style-type: none"> • Appreciate the reasons for and the need to become financially capable. • Value the laws that protect consumers, employees and employers. • Respect the government and non-government agencies and organizations that work to balance the economy.
<p>Contribution to the competencies:</p> <p><u>Critical and creative thinking:</u> Sort and analyse information and come to conclusions about the roles of consumers, employers and employees.</p> <p><u>Co-operation:</u> Be tolerant of others and respectful of differing views when debating important issues such as financial capability.</p>		
<p>Links to other subjects:</p> <p><u>Maths:</u> Developing and using numerical concepts to analyse complex numbers related to finance.</p>		

Assessment Opportunities

The opportunities for assessment are as indicated below.

- Observation
- Conversation
- Product

An Outline for the learning

In this unit, the learners will learn about how the economy functions in South Sudan and the world. They will examine the functions and operations of the economy. The learners will further examine the role of taxes in balancing the economy. They will describe the management of the economy. By doing this, the learners will explain the rights and responsibilities of consumers, employers and employees. The learners will describe the impact of the economy on consumers, employers and employees.

Using the Student textbook

Guide the learners in using the text book. The book has a range of information on the subject matter. Many activities have been added to assist the learners acquire information practically. Lead and guide them through these activities.

The student Competencies

1. Critical and creative thinking
2. Communication
3. Co-operation

The meaning and operation of the economy

Ask the learners to brainstorm and define the term economy.

Ask them to refer to the information on page 52 and 53 of the text book to help them understand better about operation of an economy.

Class activity 3.1 (*Learner's Book page 52-56*)

Guide the learners to identify the role of individual citizens, businesses and government in the working of the economy.

Let them make a report on the following:

- i. How money flows in an economy

ii. How a family manages its expenditure in order to make some savings.

iii. How does the government collect and spend taxes.

Let them share their views with the rest of the class through presentations.

Assessment Opportunity

Observation:

Can the learners define an economy and how it functions?

The role of government in the working of an economy



Ask the learners in their groups to think of ways in which the government is involved in the economy and write them down.

Ask them to discuss some of the ways through which the government controls the economy of a country.

With reference to **page 55** and **56** of the learner's book, ask them to explore the roles of individuals and businesses in the economy.

Class activity 3.2 (*Learner's Book page 56-57*)

Instruct the learners in their groups to identify some of the ways which they believe their school raises money and how school income is spent.

Let them share their findings after the discussion through presentation.

Assessment Opportunities

Observation:

Can the learners state a few roles of the government and individuals in an economy?

Product:

Do the learners understand how the economy runs?

The role of Taxes in balancing the economy



Juba teaching hospital.

Help the learners to define the term tax.

Ask the learners to brainstorm and discuss the role of taxes in an economy.

Let them outline the importance of taxes and list them down.

Class Activity 3.3 (*Learner's Book page 57-59*)

Ask the learners to discuss what priorities that they believe should be put in place by both the national and state governments in managing the economy of South Sudan.

In their discussions, guide them to put emphasis on health, Education, infrastructure, security among others. Let them give reasons for their priorities.

Instruct the learners to make presentations in the class as you moderate the session.

Assessment Opportunities

Observation:

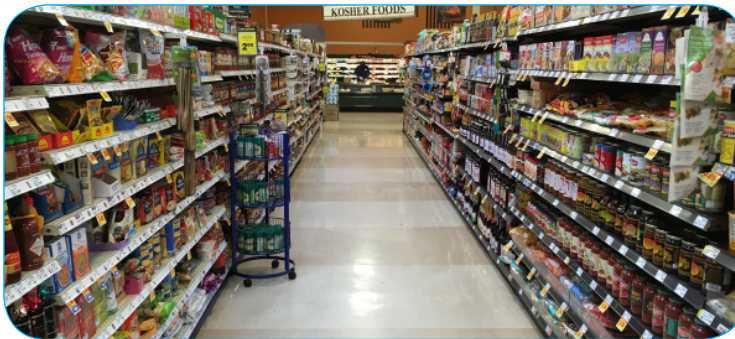
Do the learners understand some of the role of taxes in an economy?

Product:

Read the answers.

Do the learners understand taxes?

Management of the economy



Supermarket.

Ask the learners to discuss how an economy is managed. Let them refer to pages 57 and 58 of the learners book for more information.

Ask them to define the term 'consumer'. You can help them by telling them that a consumer is the person who makes use of the goods and services sold in an economy.

Ask them to figure out some of the rights consumers have and how the rights can be protected.

Class Activity 3.4 (*Learner's Book page 59-61*)

Ask the learners to refer to the rights of the consumers outlined in the student book and explain how they think these rights are protected.

Secondly instruct the learners in their groups to suggest good ways they believe the government can use to ensure full protection of the consumer rights.

Assessment opportunities

Observation:

Observe the learners whilst discussing, can they explain how consumer rights are protected?

Product:

Read their answers, have they made suggestions for improving consumer rights?

Impacts of Local and national economy on consumers, employees and employers

Use information from the learner's book to explain to the learners impacts of local and national economy on consumers, employers and employees. Ask them to carry out research to find out more on how these groups are affected by changes in the economy.

Lead them in discussing the rights and responsibilities of employees and employers in economy in an economy.

Ask the learners to briefly present their discussion points through their group leaders to the rest of the class.

Activity 3.5 (*Learner's Book page 62*)

The learners have been given a few impacts of the local and national economy to consumers, employees and employers. However, ask them to brainstorm for more impacts, discuss them and write them down.

Ask them as well to discuss and take note of how the local economy impacts the national economy.

Assessment opportunities

Observation:

Can the learners give more impacts of the economy to employees and employers?

Product:

Do they understand the role of employees and employers in an economy?

END OF UNIT SUMMARY

An economy is an area of the production, distribution, trade and consumption of goods and services by different agents. An economy is a network of individuals, businesses and other entities that exchange their goods, their knowledge, their labour etc. All these entities operate within a state that has a government. The government therefore devises different means to regulate the operations of various components of the economy.

The government formulates various fiscal policies to regulate the taxation systems of a state. Regulation of taxes is an important part in the balancing of the economy. The government also legislates policies and laws that clearly stipulate the rights and responsibilities of employees, employers and consumers. These policies seek to protect the various components of the economy. These entities are interrelated and interconnected. The economy therefore can affect, negatively or positively, the behaviour of the employers, employees and consumers and vice versa.

Learn about	Key inquiry questions
<p>This unit builds on S4 Unit 3. Learners should use what they know about the economy to develop their understanding of how the economy has a direct impact on consumers, employers and employees. Learners should learn about what it means to be a consumer and about the rights and responsibilities of consumers (e.g.: Price regulation: quality goods; product liability) Learners could explore what is consumed in their own school and consider ‘what kind of consumer’ the school is by talking to the school business manager or head teacher. Learners should work in groups to identify issues relating to responsible consumerism such value for money, fair trade, sustainable resources and product safety.</p> <p>Learners should further investigate how consumerism affects employers and employees and vice versa. They should investigate some local examples where trade and business has been affected by the state of the local and national economy. They should do this by exploring a range of resources including talking to people in local businesses and reviewing government and newspaper reports. Learners should reflect on what rights employees and employers should have. They should look at examples of this on other countries and compare it to what they can find out about employment law in South Sudan. Learners should consider organising and running their own enterprise or small business in support of S4 Unit 7.</p>	<ul style="list-style-type: none">• How do employment laws protect the workforce of South Sudan?• What elements of responsible consumerism should be encouraged at a local level?• What evidence is there to reflect the impact of the South Sudanese Economy on local businesses?• What aspects of consumer, employer and employee rights and responsibilities do you think have the most positive impact on the economy at a local and national scale?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know about the rights and responsibilities of consumers. • Know about the rights and responsibilities of employers and employees. • Understand the basis of holistic peace-making. 	<ul style="list-style-type: none"> • Investigate how the rights and responsibilities of consumers, employers and employees are related and interdependent. • Explore relevant laws and policies on consumerism and employment. • Explore the effects and benefits of well developed, clear rights and responsibilities of consumers and employment to peaceful living. 	<ul style="list-style-type: none"> • Respect the systems that protect consumer, employers and employees. • Value opportunities to make a positive contribution to the economy. • Appreciate the range of opportunities for employment.
<p>Contribution to the competencies:</p> <p><u>Critical and creative thinking:</u> Sort and analyse information about the economy at a local and national scale.</p> <p><u>Communicate:</u> Speak clearly and coherently with others about the rights and responsibilities of consumers, employers and employees.</p>		
<p><u>Links to other subjects:</u></p> <p>Maths: Use knowledge about number and number systems to analyse and sort data about the economy.</p>		

Assessment Opportunities

Opportunities for formative and summative assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit looks at the rights and responsibilities of consumers, employees and employers in South Sudan. The learners will examine the impact of the national economy to the consumer, employees and employers. The learners will also investigate about consumerism and how it affects the economy of a country. The learners will describe responsible consumerism and both positive and negative effects of consumerism. By doing this, the learners will explain the rights and responsibilities of consumers, employers and employees.

Using the Student textbook

Guide the learners in exploring the content presented in this unit. Organise them for the activities and group discussions.

It is your good guidance as the teacher that will ensure success in the activities by the learners.

Group the students and also pair them so that these groups last the entire topic. Encourage and motivate them as they explore the various skills and attitudes such as exploring the various laws on consumerism and employment and appreciating the range of opportunities for employment.

The Student Competencies

This unit has different opportunities for critical and creative thinking as learners are expected to think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in our surrounding. For example, learners are expected to think creatively to find out rights and responsibilities of consumers, employees and employers in South Sudan in their communities.

Learners have also been asked to work in groups and sometimes in pairs. This Working in groups promotes communication and co-operation.

The content under study as well gives the learners the chance to understand who they are as citizens of South Sudan, for example, by looking at South Sudanese consumer rights.

Meaning of consumer and the rights of consumers



Ask learners to remind themselves of the meaning of a consumer. The key here is for the learners to understand the consumers in relation to their rights. Guide them through the activities in the book so that they can gain the knowledge.

Class Activity 4.1 (*Learner's Book page 63-65*)

Ask the learners in their groups to name some of the goods that they have bought from a nearby market or shop recently. Ask them to state the reasons for the buying of their goods.

Explain to them that when they used these goods, they consumed them. They are consumers.

Class Activity 4.2 (*Learner's Book page 65-66*)

With the learners, walk around the school facilities. Ask the learners to take note of the resources they come across within the school as they move around. These can range from the classes, the library, laboratory, offices among other things.

Once they are back, ask the learners to discuss and tell each other who the consumers of these resources they listed are?

Explain to the learners that the various school stakeholders including the learners and the teachers are the consumers of the things they took note of.

A consumer is the person that makes use of various commodities produced and sold. Explain for the learners.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to define consumer rights?

Conversation:

Talk to the learners as they discuss and present their work. Do they understand the meaning of goods and services?

Product

Look at their work. Have they understood the consumer rights?

Consumer responsibilities



A nursery of seedlings.

Ask the learners to brainstorm the term consumer responsibilities.

Ask them to work in groups and discuss the consumer responsibilities in South Sudan.

Class Activity 4.3 (*Learner's Book page 66-67*)

Ask each group to discuss and explain consumer responsibilities in South Sudan. Let learners in each group share experiences on consumer responsibilities in their localities.

Ask the group through their leaders to take turns and briefly share their discussed information with all the class. Encourage other learners to ask questions during presentation session.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to define consumer responsibilities? Can they understand environmental responsibilities when buying goods?

Conversation:

Talk to the learners as they discuss. Have they understood the need to be responsible consumers?

Impact of the national economy to the consumers, employers and employees

The learners are expected to understand how the economy of the country affects the consumers, employers and employees.

Class Activity 4.4 (*Learner's Book page 68-69*)

Ask the learners to discuss and explain the link between the national economy and the behaviour of consumers, employees and employers.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to link national economy to the behaviour of consumers, employees and employers?

Conversation:

Engage the learners in talks. Can they explain how the national economy impacts the employees and employers?

Product:

After this lesson, can the learners on their own give the link between the national economy to the behaviour of consumers, employees and employers?

Responsible consumerism

Ask learners to talk to their friends about how responsible they are when consuming goods and services. Ask the learners to brainstorm the meaning of consumerism.

Let them note their discussion points so that they can use them later to make presentations to the class.

Class Activity 4.5 (*Learner's Book page 69-70*)

Learners are asked to write a short essay about responsible consumerism. In this essay, ask them to mention and explain what constitutes responsible consumerism. They should finish the essay by making suggestions of what consumers can do responsibly when they feel that their rights have been denied to them.

Use the information on **Pages 68 and 69** of the learner's book to enrich the students with more knowledge about responsible consumerism.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to point out responsible consumer behaviours?

Conversation:

Engage the learners in talks. Can they suggest responsible consumer behaviour?

Effects of consumerism to the economy



A factory polluting the environment.

Ask learners to brainstorm the negative and positive effects of consumerism.

Ask them to note down the effects they think of.

Class Activity 4.6 (Learner's Book page 70-71)

Ask the learners to discuss how they can support consumerism at local level using the knowledge they have learnt about consumerism. They should then present their work.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to explain the positive and negative effects of consumerism to the economy?

Conversation:

Engage the learners in talks. Can they suggest solutions to the negative impacts of consumerism to the economy?

Product:

After this lesson, can the learners employ responsible consumer behaviours?

Labour laws of South Sudan

Explain to the learners about the labour laws of South Sudan. Ask them to discuss examples of specific labour laws that affect them as students.

Encourage them to ask questions as they explore the examples of labour laws in their local communities.

Class Activity 4.7 (Learner's Book page 72-73)

Ask the learners in their groups to discuss any type of business activity they can start in their community. During their discussion, let them:

- i) Write down the possible sources of capital for their business and how much need.
- ii) State where they will start the business and the name.
- iii) State the type of consumers they are targeting.

Move around and help them know the laws governing their business ideas.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Do they understand?

Conversation:

Engage the learners in talks. Can they explain what the various labour laws mean.

Product:

Study their work.

Impact of South Sudanese economy to the local businesses



Poor road network.

The key is for learners to know and understand how the local businesses in South Sudan are affected by the economy.

Class Activity 4.8 (*Learner's Book page 78*)

Ask the learners in groups to visit different premises and establish the following:

- i) How they manage their business.
- ii) Challenges they are facing locally.
- iii) Challenges they are facing from the government both local and national.

Ask the group leaders to lead their groups in presenting the work they discussed to the class.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Do they know how economy affects local businesses?

Conversation:

Talk to the learners. Can they spell out some challenges of local businesses in relation to economy?

END OF UNIT SUMMARY

A consumer is a person or organisations that uses a good or a service. Goods are all items that are tangible that you can touch and feel while Services are intangible activities. South Sudan has some rights that protect its consumer from unethical practices from business organisations. This may include; right against unfair or unjust transactions, rights against false, misleading or deceptive presentation, rights to safe and good quality goods, rights to demand services, rights to compensation for damage and losses, right to be heard, rights to complain and redress, and rights to end a contract. Consumer responsibility is the ability of consumers to act in a way that will benefit themselves and the economy in general. This may involve activities such as; curbing excess consumption and supporting social responsible companies.

Learn about	Key inquiry questions
<p>Learners should further investigate the work of individuals and organizations who have helped to shape peace and conflict resolution in South Sudan. From what they investigate, they should collect photos, quotes and other pieces of evidence that they believe to be significant ‘moments’ or decisions about Peace. They should share what they have found with others, explaining why they have chosen particular pieces of evidence to illustrate work towards peace in South Sudan.</p> <p>Learners should investigate definitions of peace-making and other terms associated with peace such as restorative justice, armistice, reconciliation and holistic peace-making. Using what they have also learnt about Human Rights and the Charters for peace of the African Union and United Nations, they should use these definitions to help them compose a report or article about Peace Making in South Sudan. Learners should combine the results of their investigations at the start of this unit with the definitions of Peace in order to write a report article about Peace in South Sudan. They should share their report with peers, their teachers and other members of their community in order to get feedback on what they have written. As a result of this feedback they should compose a final report or article to be published in a school, community or regional newspaper.</p>	<ul style="list-style-type: none"> • What are good examples of peace-making activities in South Sudan at present? • What is the difference between conflict resolution and holistic peace-making? • How do you select the most effective illustrations for a report about an important and sometimes controversial topic?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the basis of holistic peace-making and conflict resolution. • Understand the role of the United Nations (UN) Charter on Conflict and peace resolution, and the African Union (AU) charter on conflict and resolution. 	<ul style="list-style-type: none"> • Investigate a range of resources that describe approaches and strategies for peace making in South Sudan. • Identify significant extracts from research findings in order to illustrate important aspects of Peace Making in South Sudan. 	<ul style="list-style-type: none"> • Appreciate the roles of individuals and organizations in promoting peace. • Commit to using strategies for peace and conflict resolution in everyday life. • Commit to sharing what they know and understand about peace and conflict resolutions with members of their community.
<p>Contribution to the competencies:</p> <p><u>Critical and creative thinking:</u> Plan and carry out investigations into the meaning of terms related to peace-making. Evaluate different suggested solutions t peace-making.</p> <p><u>Communicate:</u> Write clearly and speak coherently about important issues related to peace-making.</p>		
<p>Links to other subjects:</p> <p><u>Peace Education:</u> Understand the basis of holistic peace making and conflict resolution.</p> <p><u>English:</u> Speak confidently and write fluently showing a command of language associated with peace-making.</p>		

Assessment Opportunities

Opportunities for formative and summative assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit looks at peace-making in South Sudan and the world. The learners will examine different organisations that have contributed to peace making, both local and international ones. The learners will further investigate the role of the United Nations (UN) charter and the African Union (AU) charter on peace and conflict resolutions. The learners will study the current activities that are used for peace-making in South Sudan. By doing this, the learners will develop the ideas of non-violent methods to solve conflict in the community.

Using the Student textbook

This unit has activities and illustrations that will help the learners to gain the learning outcomes. Use them together with the other information to enrich the teaching. Organise the learners in their pairs and groups for this unit. Provide the guidelines they need to learn the unit.

The Student Competencies

Communicate through the group discussion and co-operation through the expected team work within the groups.

Critical and creative thinking through reasoning out solutions to various questions.

Peace-making and related terms



UN peace troops.



UN soldiers in a peace keeping mission in South Sudan.

Ask learners to look at the pictures on **Page 75** and **76** and say what they understand by them. Help them to define peace-making and other related terms such as restorative justice, armistice and reconciliation.

Prepare more aids like relevant newspaper cuttings that will help you to discuss the pictures. Ensure that the lesson progress has a logical flow and base your content on what they have learnt before.

Activity 5.1 (*Learner's Book page 74-77*)

Ask the learners to individually identify some of the organisations that they are aware of as having participated in peace making in South Sudan. Let them also remind themselves some of the roles of the UN and the AU in peace and conflict resolution around the world.

Class Activity 5.2 (*Learner's Book page 77-82*)

Ask the learners in groups to brainstorm discuss and identify the advantages of restorative justice over retributive justice as a way of solving conflicts.

Suggested responses to activity 5.2 above

- i. Reduces the chances of repeating the offence
- ii. Its cost effective
- iii. It leads to increased safety and peace due to reduced crimes

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Can they define peace-making and other related terms?

Conversation:

Talk to the learners whilst they discuss. Are they aware of the importance peace-making and other related terms?

Peace makers of South Sudan: Local organisations



A group of displaced South Sudanese citizens.

Ask the learners to discuss some of the activities done by local organisations in South Sudan such as South Sudan Centre for Conflict Resolution (SSCCR) to ensure that there is peace in South Sudan.

They can refer on **pages 78 and 79** of the student book to understand more.

Additional activity

Ask each group to write down some of the activities done by local organisations to promote peace in their localities. Attend to all groups and ask them to share with you what they have discussed.

Ask the groups through their leaders to take turns and briefly share their discussed information with all the class.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they aware of the work done by local organisations to promote peace in South Sudan?

Conversation:

Talk to the learners. Can they explain some of the activities done by local communities to promote peace in South Sudan?

Product:

Look at their work; have they highlighted activities of local organisations to promote peace?

Peace makers of South Sudan: International organisations



UNMISS troops in South Sudan.

Ask the learners to discuss some of the works done by international organisations in South Sudan such as Inter-Governmental Authority and Regional Integration (IGAD), UNESCO, AU and UNMISS to ensure that there is peace in South Sudan.

Class Activity 5.3 (Learner's Book page 82-85)

Ask each group to write down some of the activities done by international organisations to promote peace in their localities.

Let them identify sectors within their communities that need help of NGO's to assist and better people's lives.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Do they know the work done by international organisations to promote peace in South Sudan?

Conversation:

Talk to the learners as they discuss and present the assigned work. Can they explain why international organisations carry out these activities in South Sudan?

Current activities of peace-making in South Sudan



His excellency President Salva Kiir in peace dialogue.

Lead the learners to discuss some of the current activities of peace-making done by local and international organisations in South Sudan such as Inter-Governmental Authority on Development (IGAD), UNESCO, AU and UNMISS in South Sudan.

Allow them to explore more materials such as newspapers, magazines, journals and videos if they have access to them. This will help them to acquire more information.

Let them share their research findings with other groups in class.

Class Activity 5.4 (*Learner's Book page 85-8*)

In their groups, ask learners to use any available source of information to collect photos, quotes and other sources of evidence about leaders that have contributed to peace in South Sudan. Such sources can be the internet, newspapers, and journals among others. Let them talk about the most current leaders and their work.

Allow them to share their research findings with the rest of the class members through presentations.

Let them present their work.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Do they know some of the current work done by local and international organisations to promote peace in South Sudan?

Conversation:

Talk to the learners as they discuss and present the assigned work. Are they able to explain some of the current activities done by local and international communities to promote peace in South Sudan?

Product:

Look at their work; have they supported their choice of leaders who promoted peace?

END OF UNIT SUMMARY

Peace-making is a process of attaining a settlement of differences between the disputing parties. This is related to peace building which refers to the process of normalising relationship and reconciling differences between all citizens of the warring factions while peace-keeping refers to keeping people from attacking each other by putting some kind of barriers between them. A number of organisations have played a very important role in peace-making in South Sudan. The organisations are classified into two categories; locally established organisations which were just established and are working only in South Sudan. These may include OPRD, GREDA, SSCCR and ONAD; and internationally established organisations which were multinational formed. For example; IGAD, UNESCO, UNIMISS and AU.

Learn about	Key inquiry questions
<p>Learners should explore together the meaning of Sustainable Development and agree a definition of what it refers to. They should then explore a range of resources to find examples of sustainable development in different contexts. (For example: The environment; renewable energy; social; economic etc.) Learners should consider and describe what they believe to be important aspects of sustainable development across all contexts and illustrate with flow charts for example, sequences of structure to embed sustainability.</p> <p>Learners should explore the ‘United Nations Decade of Education for Sustainable Development’ (DESD, 2005-2014) and discuss together what role and impact this policy has had internationally in shaping public opinion, school curricula and activity and government policy on sustainable development.</p> <p>Learners should discuss what natural disasters they know of in South Sudan and other parts of the world and consider what the response was to it. They should analyse how actions to manage the impact of these natural disasters enabled the environment to recover. Learners should discuss and provide illustrations of what can be done in everyday life that only has a positive effect on the future. This could include actions to protect the natural environment including habitats and eco-systems, strategies to reduce pollution and the use of fossil fuels or water conservation.</p>	<ul style="list-style-type: none"> • What is the meaning of Education for Sustainable Development? • What examples of sustainable development are evident in your own community? • What are the most effective ‘day to day’ strategies for protecting the environment? • In what context do you think sustainable development is the most challenging?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Be well informed about some of the wider issues and challenges of global interdependence and responsibility, including sustainable development. • Know how the impact of natural disasters can be managed. 	<ul style="list-style-type: none"> • Investigate different contexts for sustainable development. • Explore the impact of natural disasters on the environment and how this is managed. • Evaluate strategies for managing the impact of natural disasters. • Explore and illustrate everyday activities that support sustainable development. 	<ul style="list-style-type: none"> • Appreciate and enjoy variety of form and colour in the natural environment. • Respect the environment. • Care for the environment and commit to sharing with others ways of caring for the environment.
<p>Contribution to the competencies:</p> <p><u>Critical and creative thinking:</u> Sort and analyse information about sustainability and its relevance to everyday life. Evaluate different suggested solutions for Climate Change and other important issues.</p> <p><u>Communication:</u> Write clearly and speak fluently to share ideas coherently about sustainability. Listen and comprehend what others say about these issues also.</p>		
<p>Links to other subjects:</p> <p><u>Environment and sustainability:</u> Know how the impact of natural disasters can be managed.</p>		

Assessment Opportunities

Opportunities for formative and summative assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

An outline of the learning

In this unit, the learners will learn about sustainability and its application in different contexts. The learners will analyse the relevance of sustainable development in everyday life. They will learn about Education for Sustainable Development by analysing the United Nations Decade of Education for Sustainable Development (DESD, 2005 – 2014). The learners will also explore the impact of natural disasters and look at various strategies of managing the impact of natural disasters. The learners will finally analyse challenges of implementation of sustainable development strategies.

Using the Student textbook

This unit extensively covers information about sustainable development. It has good activities and illustrations which you will use to engage the learners.

Assist the learners so that they can attain the intended learning outcomes. Group them where they need groups to work. You may also select learners that will present work after discussion.

The Student Competencies

The group discussions offer the learners a chance to co-operate and also communicate effectively through their contributions as they discuss.

The activity questions are designed to prompt the learners to think critically and creatively.

The culture and identity of South Sudan is promoted through the context of study.

Cross cutting issues

Environmental awareness is addressed in this unit with a focus on how it can be sustained and protected.

Economic growth is pursued through the good maintenance of the environment that is key to agricultural productivity.

Meaning of sustainable development



A UN summit on sustainable Development Goals in 2015.

The key is for the learners to remind themselves what sustainable development means. They can recall what they said about Sustainable development from Secondary One, Two and Three to reconstruct the meaning. They should also understand ways of achieving sustainable development.

Activity 6.1 (*Learner's Book page 87-90*)

Ask the learners in their working groups to coil the definition of sustainable development from what they have learnt before. Let each group read their agreed definition to the class.

Class Activity 6.2 (*Learner's Book page 90-91*)

Ask the learners to draw a flow chart to illustrate some of the important aspects of sustainable development in South Sudan.

Let each group draw the flow chart and share it with you.

Assessment Opportunities

Observation:

Observe the learners as they discuss. Do they remember definition of sustainable development?

Conversation:

Talk to the learners as they discuss, is what they defined correct about sustainable development?

Product:

Can they explain means of achieving sustainable development?

The United Nations Decade of Education for Sustainable Development (DESD, 2005 – 2014)



School children.

Explain to the learners about the United Nations Decade for Education for sustainable Development. Use the notes in the learner's book to help you explain better.

Take them through the objectives of DESD and its impact on education.

Additional activity

Ask the learners to work in groups to list some of the aspects that need to be adopted to make the education sector more sustainable. Let the learners share experiences on some of the good educational practices they have ever heard.

Let the groups share with the class what they have discussed.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Can they define education for sustainable development?

Conversation:

Talk to the learners as they discuss and present the assigned work. Can they list down aspects of sustainable development in the education sector?

Product:

Look at their work; have they understood objectives of DESD?

Natural disasters and sustainability



The Aweil Floods in South Sudan.

Ask the learners to look at the picture on **Page 94** and help them to define natural disasters..

Let them in their own words say what they know about natural disasters. Ask them to explain the danger posed by natural disasters.

Class Activity 6.3 (Learner's Book page 93-94)

Ask the learners to work in groups to list down examples of natural disasters that happen in South Sudan and around the world. Let them explain remedies for such disasters when they strike.

Ask the groups to briefly share their findings with the rest of the class.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to define natural disasters?

Conversation:

Talk to them as they discuss and present the assigned work. Do they know how such disasters can be dealt with?

Product:

Look at their work. Have they identified natural disasters and suggested mitigation measures?

Management of the impact of natural disasters



Villagers being taught on disaster management.

Ask learners to brainstorm and think out some of the ways through which the impact of natural disasters can be reduced.

Let them sit in their groups and discuss **activity 6.4**.

Activity 6.4 (*Learner's Book page 95*)

Discuss and suggest through writing, the possible ways through which effects of natural disasters can be managed..

Additional activity

Ask the learners to:

Dramatise the response of people and the government agencies to an outbreak of a contagious disease.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Can they explain natural disaster management?

Conversation:

Talk to the learners. Are they able to discuss how effects of natural disasters can be managed?

Product:

Look at their work. Have they suggested good ways of reducing effects of disaster.

Effective day to day strategies of protecting the environment

Ask learners to discuss in pairs the effective day to day strategies of protecting the environment. Ask them to look for more information on environmental conservation from newspapers and journals.

Class Activity 6.5 (*Learner's Book page 95*)

Ask the learners to discuss in pairs some of the strategies employed by the school to ensure effective conservation and protection of the environment.

The learner should mention some of tangible things they can do at home to ensure effective conservation and protection of the environment.

Suggested response to activity 6.5

Some of the suggested strategies in the above activity include:

- i. Minimising exploitation of natural resources.
- ii. Community sensitisation on the importance of environment protection.
- iii. Planting trees to reduce soil erosion
- iv. Instituting laws to regulate environmental protection

Ask the learners to seek more information from their parents and local people about effective day to day strategies of protecting the environment.

Assessment Opportunities**Observation:**

Observe the learners as they discuss the group work. Are they aware of effective strategies of protecting the environment?

Conversation:

Engage the learners in talks. Are they conscious of their environment?

Product:

After this lesson, can the learners spearhead environmental conservation campaigns?

Challenges facing the implementation of sustainable development strategies

Ask learners to brainstorm individually on the challenges facing the implementation of sustainable development strategies.

Ask them to sit in the groups and discuss **activity 6.6**.

Class Activity 6.6 (*Learner's Book page 95-96*)

Ask the learners to discuss the challenges facing the implementation of sustainable development strategies.

Let them also suggest possible solutions that they believe will address these challenges.

Ask them to make brief presentation after discussion.

Suggested response to activity 6.6 (Challenges facing implementation of sustainable development)

- i. Inadequate funding from the government.
- ii. Inadequate trained personnel to spearhead the processes.
- iii. Ignorance and high level illiteracy.
- iv. Inadequate involvement by the local people.
- v. Increased population that puts strain on the resources.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to describe the challenges facing the implementation of sustainable development efforts?

Conversation:

Talk to the learners. Do they know possible solutions to these challenges?

Product:

Read their answers.

END OF UNIT SUMMARY

Sustainable development emphasises on concerted efforts towards an inclusive sustainable and resilient future for people and planet. South Sudan has therefore embraced on sustainability of its development. Sustainable development has been applied as an effective strategy to address various issues like education and provision of health services.

Education for Sustainable Development as emphasised in the United Nations Decade of Education for Sustainable Development (DESD) is a good example of the application of sustainable development. The strategy enhanced advocacy and vision building through public sensitisation by the government and environmental issues. It also enhanced local and international partnership and networking for resource mobilisation. Sustainability has also been used to manage natural disasters in different countries. This has been done through emphasis on day-to-day strategies to protect the environment in order to avert future occurrence of natural disasters. Sustainability has also been faced with different challenges in its implementation. Among them is financial sustainability and human resource mobilisation.

Learn about	Key inquiry questions
<p>Learners should reflect on what they have learnt over the last few years about participation in a community project. They should consider what they have enjoyed and where they feel they were able to make the most valuable contribution.</p> <p>Learners should work in small groups to devise a short term project (half a term?) that can be delivered in school or in their local community. They should share together concerns they have about particular issues and select one issue that they would like to ‘champion’ together by raising awareness and making small steps to developing a solution to the problem. They should think creatively and critically about the problem and make plans to run a project that engages the community. They should establish clear aims and objectives for their work and share and compare ideas with other groups in order to get useful feedback. Their plan should include measureable targets against their aims so that they are able to assess the impact of their project at the end. They should consider carefully how their work could be described as sustainable development for their community. (Ideas for project include: Developing community based art projects with a particular theme; gathering and recording interviews with community members about an important issue for a radio show or podcast; A community clear up of a space that could be used for young people to congregate safely; devising a play to present to local communities to communicate important issues etc.)</p>	<ul style="list-style-type: none"> • What opportunities are there for active citizenship in your community? • How can you measure the impact of a project on a community? • What further skills do you need to develop to make valuable contributions to community projects? • What is the most compelling evidence to describe the impact of your project? • What actions and plans did you make in order for your project to have a lasting (sustainable) impact on your community?
<p>Learning outcomes</p>	

Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know how to find opportunities to make a positive contribution to debates and activities about important issues. • Know how to gather information in order to make informed contribution to debates and discussions on a range of topical and controversial issues. 	<ul style="list-style-type: none"> • Plan and carry out research in order to identify important issues in a community. • Investigate activities in a community that are working to promote positive change. • Explore the significance and effect of developing robust plan and opportunities for monitoring and review. 	<ul style="list-style-type: none"> • Respect the rights of others to their opinions. • Appreciate the importance of teamwork.

Contribution to the competencies:

Communication: Speak clearly and communicate with others effectively. Listen and comprehend speech in a variety of forms.

Co-operation: Work collaboratively towards common goals in community projects. Negotiate, respecting the rights and roles of others in a group. Contribute to environmental and/or social responsibility.

Links to other subjects:

English: Communicate confidently in both formal and informal situations, showing a command of the language.

Peace Education: Understand the basis of holistic peace making and conflict resolution and demonstrate elements of these in community project work.

Assessment Opportunities

The opportunities for assessment are indicated below.

- Observation
- Conversation
- Product

An Outline for the learning

In this unit, the learners will reflect on what they have learnt over the last few years about participation in a community project. In doing this, they will explore various opportunities to be involved in a community project. They will also examine what they have learnt about active citizenship in order to identify ways they can be involved to bring about positive change in their communities. The learners will review on how to gather information in order to make informed contribution in debates on various issues of community project. The learners will also explore the various strategies for engaging others in projects that support positive changes in their communities. The learners will make plans in a group to design a project that engages the community.

Using the Student textbook

This unit is a continuation of other topics on community project studies over the past three years. At this stage, the learners are going to be involved in planning of projects that they have been learning about. The topic has activities that will direct the learners in their work, however your help is needed to direct and guide them through the activities.

There is need for you to put the learners in their working groups until the completion of this unit.

The student Competencies

- Cooperation
- South Sudan culture and identity
- Critical and creative thinking.
- Communication

Cross-cutting issues

This unit contributes to environmental awareness and self-responsibility. It also promotes unity in a community.

Introduction

Lead the learners in the following class activity.

Class activity 7.1 (*Learner's Book page 97-101*)

1. Community projects are important in our society. The learners have learnt implementation of different projects from Secondary One to Secondary Three. Considering what they have learnt, in groups, ask them to discuss the following things about the participation in community projects.
 - i. Requirements to participate in a community project.
 - ii. Different community projects that we can implement in our community.
 - iii. Measuring the impact of a project in our community.
 - iv. Plans for monitoring and review of a community project.
2. After the discussion, ask them to make presentations to the whole class, mentioning their personal experience on the following:
 - i. What did they enjoy in community project implementation?
 - ii. What were their valuable contributions to the community project discussion?

As they present, ask them to mention some of the available community projects in their localities.

Ask them to study the illustration on **page 98** of their text book and identify some of the activities going on.

Assessment opportunity

Observation:

Observe the learners as they discuss, are they responding to the questions raised in the activity correctly?

Conversation:

Talk to the learners and see if they can identify some of the available opportunities for community projects.

Product:

Can the learners organise and carry out a community project?

Stages of carrying out a community project



A community project on empowering street children.

Ask the learners to refer to the notes on **Pages 99, 100 and 101** of the text book and discuss the stages of carrying out a community project.

Ask them to highlight what takes place during each stage of the community project.

Help them understand that all the stages of the community project are important and therefore none of them, should be ignored.

Class activity 7.2 (*Learner's Book page 101-102*)

Ask the learners to discuss in their groups and analyse the project ideas given below and come up with a short term project.

- Identification of the project.
- Gathering of information about the project.
- The cost of the project.
- The time and scope of the project.
- Aims and objectives of the project.
- Risks and challenges associated with the project.
- Monitoring and evaluation of the project.
- How the project is related to sustainable development.

Ask them to make presentations on the ideas.

Ask the learners to chose a project and explain how the ideas above will be put in action as the project is implemented.

Let them draw a flow chart illustrating the stages of a community project.

Activity 7.3 (Learner's Book page 102-105)

Tell the learners each to imagine being the leader of a project team that is handling a project of hygiene upgrading in a slum area. Ask them to write a short essay that explains an evaluation that they have just finished conducting on the project. All project evaluation aspects must appear in the correct order in the essay.

Assessment opportunities

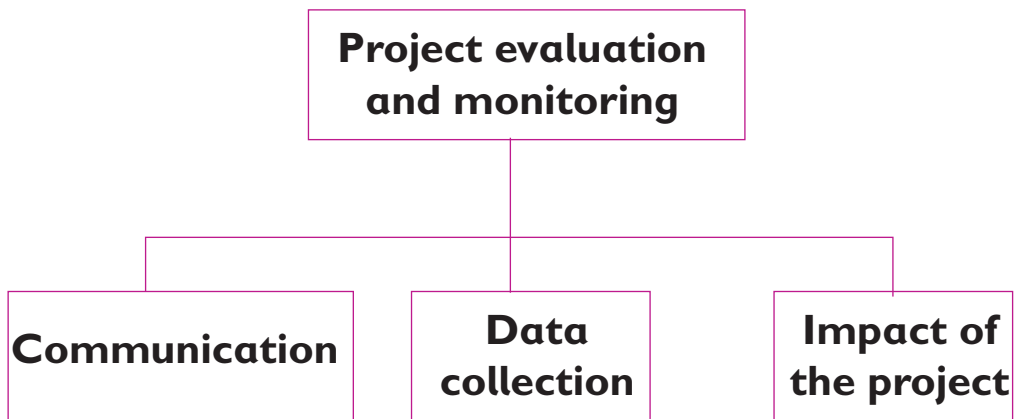
Observation:

Observe the learners as they discuss. What do they know about the stages of a community project?

Product:

Read their essays. Can they well evaluate a project?

Tools and instruments used for monitoring and evaluation



Evaluation process of a community project.

Ask the learners to think and make a list of some of the tools that can be used for monitoring and evaluation. Let them apply the knowledge they learnt in Secondary One, Two and Three to answer this question. Some of these tools are:

- Questioners
- Checklists

- Interview guides
- Journals

Ask them to converge into their groups and discuss what each learner came up with.

Additional activity

Ask the class to discuss why monitoring and evaluation is important.

After the short discussion, let each group representative lead the class in a presentation.

Assessment opportunities

Observation:

Observe the learners as they discuss. How well do they understand monitoring and evaluation of a community project?

Product:

Can they give any importance of monitoring and evaluation?

Sustainability of community projects

Ask the learners what they understand by sustainability of community projects.

Let them discuss this in pairs and tell you what they found out.

Ask them to tell each other why sustaining community projects is important.

In their groups, ask them to think out the relevant strategies that can be used to ensure sustainability of a community project.

Some of the strategies are found on **page 105** of the learner's book.

Activity 7.4 (Learner's Book page 105-106)

With reference to **activity 7.3** that the learners wrote an evaluation report, ask the learners to discuss and identify some of the strategies that can be used to make that project sustainable.

Assessment opportunity

Observation

Observe the learners as they discuss. How well do they understand sustainability of a project?

Product

Can they give any strategy of sustaining a community project?

END OF UNIT SUMMARY

Our communities are faced with various socio-economic and political challenges that need our contribution to bring about change. These challenges vary from one community to another. To bring about change, various actors are involved in different community projects in collaboration with the local stakeholders, like local governments and leaders. This topic broadens the learner's thinking and orientation to such projects. It prepares the learners to be involved to such projects.

The topic emphasises on the need to gather information before implementing a project. This helps in establishing the community's needs and how the community members can be involved in implementing community projects. The topic analyses the requirements that need to be put in mind before and during implementation of a community project. It also analyses how evidence can be gathered to assess the impact of a project to community members. It finally shows the strategies that can be used to ensure that a project is implemented efficiently and effectively. This helps the learners to analyse various ideas for a project and finally work in groups to design a community project.