



South Sudan

Secondary Citizenship 2

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 2 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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Citizenship

Teacher's Guide 2

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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

Contents

Part 1: Introduction	1
Unit 1: How Communities Function and how Community Action can be taken	9
Unit 2: Conflict resolution: At the local and international level	16
Unit 3: Advocates for Non-Violence in South Sudan and the World	25
Unit 4: Developing Informed Argument.....	34
Unit 5: The work of parliament and the courts in making law	41
Unit 6: The World as a global community: From the African Federation to the UN....	51
Unit 7: Involvement in a Community Project.....	58

Part 1

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, 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.

It represent the skills; **basic literacy skills in Citizenship, understanding the government, knowing the human rights and demonstrate 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. The teachers' guide ensures that they are functional. The learners should experience the interdependence of the skills across the book and find relevance of what they learn in their day to day contexts.

Learning Outcomes

By the end of this book, the learner should be able to:

1. Understand how communities function and how community action can be taken.
2. Know about conflicts and how conflicts can be solved at local and international level.
3. Advocate for non – violence in South Sudan and the rest of the world.
4. Develop and be involved in informed arguments.
5. Understand the work of parliament and the courts in law making.
6. Understand the world as a global community; from the African Federation to the UN.
7. Actively involve themselves in community projects.

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 four core competencies to be achieved by every learner are:

- Critical and creative thinking
- Communication
- Co-operation
- South Sudan culture and identity

Attention to Special Education Needs

This section provides a way that the teacher can cater for the different special education needs with a consideration to the nature and requirements of the lesson.

Teaching and learning resources

This section lists the teaching aids needed for the theme. It also indicates the alternative teaching aids and materials for learners with special needs and for schools with limited resources.

The teaching resources include:

- Learner's textbook
- Newspapers
- The constitution
- Pictures and photographs among other illustrations
- Charts
- Internet
- Audio visual materials
- The teacher may use any other relevant materials available.

Learning activities

This section provides an insight to the teacher on how to come up with a methodology of the unit using the resources from different activities in the Pupil's Book. It also contains suggestions to the teacher on how to introduce the lesson and engage the learners.

Organisation of the lessons

The lesson has the following key parts:

- Specific learning outcomes
- Key inquiry questions
- Teaching and learning resources
- Teaching methods
- Learning activities

- 1. Specific Learning outcomes** – This section has the learning objective related to the particular lesson according to the syllabus.
- 2. Teaching and learning resources** – This section lists the teaching aids needed for the lesson. It also indicates the alternative teaching aids and materials for learners with special needs and for schools with limited resources.

3. **Teaching methods** – This section has the aids and requirements for teaching to take place.
4. **Introduction** – This section provides additional content for the teacher to have a deeper understanding of the topic.
5. **Learning activities** – Learning Activities are expected to engage learners in an interactive learning process as much as possible (learner-centered and participatory approach). They outline guidelines on how to facilitate the learner's activities in a way that promotes the development of core **competences, values, skills** and **attitudes** – It also provides a way that the teacher can cater for the different **special education needs** with a consideration to the nature and requirements of the lesson.
6. **Assessment** – This section contains suggestions that assess the lesson learning outcomes.
7. **Answers** – This section provides the suggested answers to the activity and group work questions.

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) Questioning technique
- (iii) Role play
- (iv) Individual work
- (v) Discussion

These methods are only useful when used at the right moment and for the appropriate lessons. An attempt has been made to spell out how and when to make use of some of the methods outlined in the teaching of Citizenship.

(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.

(ii) **Questioning technique**

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

- Increases pupil's participation.
- Reduces teacher talk considerably.

- Creates enthusiasm and motivation in the pupils.
- Encourages creative and critical thinking.
- Develops skills in organisation of ideas.
- Keeps the class active and lively.
- Promotes interaction between the teacher and his or her pupils, among the pupils and with teaching aids.

(iii) Role play

This method can be applied when demonstrating how particular events are done. Students pick roles and act out the event.

(iv) Individual work

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

During this session, the teacher moves round the class checking pupil's work and giving individual attention to those in difficulties.

(v) Discussion

This is a student interaction session as they contribute to information. Discussion educates and trains the pupils to apply knowledge, think critically, solve problems easily and obtain relevant information easily and make pertinent decisions.

An effective discussion is characterised by the following:

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

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

Grouping learners is popular in teaching. The shift from knowledge-based to competence curriculum has made grouping the norm in the teaching process. Grouping learners can be informed by one or all of the following:

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

Grouping 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 be easily 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. There is no fixed number of learners that a group must have. This again will be dictated by such factors as the task to be done, the materials, characteristics of learners in your class, size and the space available.

Teaching Resources

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

- 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. Improvisation should however not be regarded as a cheap substitute of proper equipment.

Assessment and Evaluation Methods

Competency Based Assessment

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual learner's progress in learning and to make a judgment about a learner's achievements measured against learning outcomes.

The assessment opportunities usable in citizenship secondary 1 include:

1. Observation
2. Conversation
3. Product

Conclusion

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

- Encourage and guide the learner reading the Biblical texts.
- Ask learners to identify the founding fathers of the republic of South Sudan.

In the most enjoyable and captivating manner, you are reminded to always arouse the curiosity of learners as you teach. Some things that you may do before you go for a lesson include:

- Go through the expected learning objectives – this should help guide the manner of teaching.
 - Read through the lesson in advance to get an overview of the content to be covered.
 - Form a mental picture of the learning activities and the ways in which you will teach.
 - Interact with pupils when dealing with the suggested activities.
 - Collect the materials that will be needed during the lesson in advance.
 - In some cases, try out the suggested activities/experiments in advance to avoid embarrassments like the equipment failing to work during the lesson.
- Remember:** The suggested teaching activities in this book are just a guide. You may not need to follow them to the letter! Feel free to incorporate other innovative teaching methods that will help in delivering the intended content optimally.

Unit 1

How Communities Function and how Community Action can be taken

Learn about	Key inquiry questions
<p>Learners build upon their knowledge from Secondary 1 to continue to explore and investigate how communities function. They should explore a range of resources in order to develop a range of evidence based descriptions that describe different types of communities. Learners should begin to evaluate how effectively different communities work together to build their capacity for change and prosperity.</p> <p>Learners should compare examples of community action locally and nationally in order to develop their understanding of what systems and processes support and enable sustainable development and change in South Sudan. Learners should work in groups in compose summaries of community action they have explored that are particularly relevant to important issues in the communities near their school. Learners should question each other about how action in one community can be adapted to suit other communities, discussing features of planning, communication, engagement and monitoring.</p> <p>Learners should relate their knowledge about community activity to the need for active citizenship with respect to the electoral system. Learners should continue to examine data and information about elections in order to evaluate the success of particular campaigns and what impact this had on communities.</p>	<ul style="list-style-type: none">• What comparisons can you make between community activities near where you live?• What can we learn from community activity in other parts of South Sudan?• What features of community activity do you believe to be a significant contributor to sustainable developments

Learning outcomes

Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know what it means to take an active part in democratic processes. • Know about the electoral system and how to participate. • Know about opportunities to play an active part in democratic and electoral processes. 	<ul style="list-style-type: none"> • Investigate opportunities to participate in democratic and electoral processes. • Explore examples of how communities are organized and how they function. • Compare examples of community action locally and nationally. 	<ul style="list-style-type: none"> • Appreciate the importance of active citizenship. • Respect the rights of others to express opinion and voice their concerns. • Commit to active citizenship through participation in the electoral process.

Contribution to the competencies:

Critical and creative thinking: Sort and analyse information to come to conclusions about the Impact of community projects.

Co-operation: Work with others towards common goals.

Links to other subjects:

Peace Education: Be aware of the theory of peace conflict resolution when building plans to work with communities.

Assessment Opportunities

- Observation
- Conversation
- Product

An outline of the learning

This unit takes the learners through opportunities to participate in democratic processes, how communities function and knowledge about the electoral system. Learners will explore and know the opportunities to take part in electoral processes. They will appreciate the importance of active citizenship. They will also learn to respect the rights of others to express opinion and voice their concerns.

Using the Student textbook

The student's book contains information that appears both in words and pictures. Help the learners by reading with them during the lessons. This will help them in their development, language and communication.

The different activities and questions in this unit are also useful as they take the learners through what they are supposed to learn.

You can have charts, photographs and other relevant teaching aids to supplement the information in the textbook.

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 sustainable development opportunities in their communities.

Learners have also been asked to work in groups and in pairs. This presents opportunities for **co-operation** and also **teamwork**.

The discussions in groups and the presentations of the group work offer them many opportunities for **communication**, for example turn-taking, listening and speaking skills.

The content under study as well gives the learners the chance to understand who they are as citizens of South Sudan, by looking at their electoral system. This promotes their **culture** and **heritage**.

Cross cutting issues

In this unit, **community action** is broadly emphasised. Learners get to understand **democratic processes** in South Sudan such as the electoral system.

Peace education is also highlighted through the conflict resolution methods and approaches discussed.

Introduction



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

Ask the learners to study the Picture on page 1 of the learner's book.

Ask them to interpret the picture. What can they see happening in the picture? Let them also discuss among themselves and tell you why the activity in this picture is being done by a group of people and not just an individual.

Ask the learners to think of other activities within their locality that are also done in the same way as this one.

Let the learners cite reasons as to why community actions are essential for sustainable development.

Assessment Opportunities

Observation:

Look at the learners whilst discussing. Do they understand why community action is important?

Product:

Read their answers.

Class Activity 1.2 (*Learner's book page 2-4*)

Ask learners in groups to argue out and discuss how democratic processes shape the life of citizens.

Tell them to use each democratic process and explain how it shapes aspects of life.

Ask learners also to suggest in their groups, the available democratic processes that they can participate in and in the process promote democracy. Let them make short presentations in class after discussion.

- Ask the group leaders to lead their groups in presenting the work they discussed to the class. Make sure that every group has a turn to present.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to understand the democratic processes of South Sudan?

Conversation:

Talk to the learners as they discuss and present the assigned work. How do they know democratic processes.

Product:

Look at their work; have they exhaustively discussed the democratic process of South Sudan?

The electoral system

Ask the learners to discuss briefly in pairs, the electoral system in South Sudan. Allow them to use information on page 3 and 4 to enrich their work.

Class Activity 1.3 (*Learner's book page 5-7*)

Ask each group to discuss and write their findings on how free and fair elections can lead to sustainable development. Let learners in each group share experiences on sustainable development in their localities.

Attend to all groups and ask them to share with you what they have discussed.

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

Activity 1.4

Ask learners in their groups to explore the roles of the National Elections Committee.

Assessment Opportunities

Observation:

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

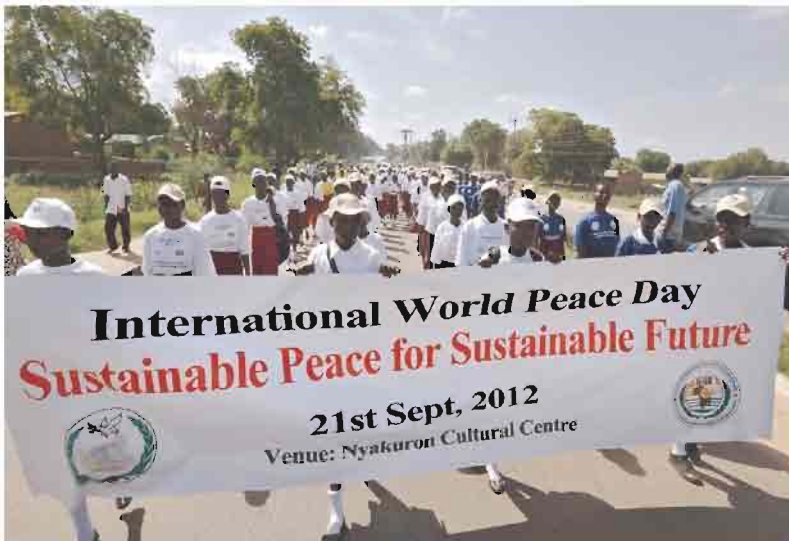
Conversation:

Talk to the learners as they discuss and present the assigned work. Can they explain how fair elections can lead to sustainable development?

Product:

Look at their work; have they explained features of sustainable development?

Importance of community activities across South Sudan and sustainable development



Sustainable development awareness walk.

- Ask the learners to look at the pictures on Page 6 and help them to define the term 'sustainable development'. From their understanding, ask them about factors that contribute to sustainable development.
- Ask the learners to work in groups and discuss the features that contribute to sustainable development. Allow them to explore more materials such as newspapers if they have access to them.

Activity 1.4 (*Learner's book page 8*)

Ask the learners in groups to discuss lessons that can be learnt from community activities in their localities and across South Sudan. Let them explore main community activity features that contribute to sustainable development.

Unit summary

In this unit, the learner explores and investigates how communities function. The unit analyses a range of resources in order to develop a range of evidence base descriptions for various communities. It further evaluates how effectively different communities work together to build their capacity for change and prosperity.

Unit 2

Conflict resolution: At the local and international level

Learn about	Key inquiry questions
<p>Learners should work together to investigate and explore key areas of conflict (eg <i>power, identity, religion, natural resources</i>). They should examine case studies at a local, national and international level with the aim of establishing at what point conflict began and how this could have been prevented and resolved. Learners should apply what they have learnt to a local issue that is causing conflict and consider how they could influence progress towards peace. Learners should explore in detail the UN Convention on Human Rights and the Rights of the Child. They should assess which of these are sometimes in conflict with each other in their state or local community.</p> <p>Learners should examine rules of law and how these support peace and conflict resolution. Learners consider what laws are broken during conflict and compare how these affect everyday life for particular communities. Learners should discuss together what is meant by 'hard decisions', exploring together the need for equity and how this is reflected in decision-making processes. Learners should look at the challenges of balancing equity, law, rights, sustainable development and prosperity.</p> <p>Learners should research and explore examples of conflict resolution more specifically in South Sudan and begin to identify important strategies for engaging communities and individuals in peaceful negotiations. Learners should consider ways for promoting peace in their community. This could include writing stories for younger children with related key messages or writing a script for a radio play about conflict resolution.</p>	<ul style="list-style-type: none">• What are the significant contributing factors to conflict?• What examples of conflict resolution are particularly relevant to issues in your community?• What is the most significantly challenged Human Right in your local area?• Are there any areas of conflict in your state?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know about key areas of conflict. • Understand how and why hard decisions have to be made to try to balance rights that compete and conflict. • Understand the work of parliament, the government and the courts in making and shaping the law. 	<ul style="list-style-type: none"> • Identify and be able to recognise potential for conflict. • Investigate the ways in which rights might compete and conflict. 	<ul style="list-style-type: none"> • Appreciate the role of peace makers in communities and at a national level. • Value the ability of related individuals and organisations to promoting peace.
<p>Contribution to the competencies:</p> <p><u>Communication</u>: Speak clearly to others about results of research into conflict resolution.</p> <p><u>Co-operation</u>: Be tolerant and respectful of differing view when working together on complex issues.</p>		
<p>Links to other subjects:</p> <p><u>Peace Education</u>: Recognise key areas of conflict.</p>		

Assessment Opportunities

- Observation
- Conversation
- Product

An outline of the learning

In this unit, the learner will analyse how to approach a conflict and use proper means to end it peacefully. It further looks at various levels of conflicts and the methods that are used to solve conflicts at each level.

The unit further expects the learner to critically look at how and why hard decisions have to be made to balance the rights that compete with conflict. The learners will also understand the work of parliament, the government and the courts in making and shaping the law.

Using the Student textbook

The unit contains good activities together with good information that is geared at helping the learners achieve intended competencies and learning outcomes. Use it appropriately to attain this.

Organise the learners in pairs and groups where necessary during the class sessions. Keep the same groups throughout the unit. Guide the learners to understand the need to work together and successfully.

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.

Co-operation is demonstrated through working in groups and pairs.

Discussions will also enable the learners to develop the communication competency.

Context of the unit helps the learners to learn within the South Sudanese culture.

Cross cutting issues

In this unit, **conflict resolution** is continually emphasised. Learners get to understand causes of conflicts at local, national and international levels. This contributes to life skills.

Peace education is also highlighted through the conflict resolution methods and approaches discussed.

Causes and Levels of Conflict

Class Activities 2.1, 2.2 and 2.3 (*Learner's book page 9-12*)

Ask the learners to read and discuss the media excerpt on Page 9. Ask them to look for more information on causes of conflicts. They can use any available resource to research.

Move around and help them know the causes of conflicts.

Ask them to discuss some of the factors that they think lead to conflicts among families, friends and communities.

Activity 2.3 (*Learner's book page 9-12*)

Instruct the learners in their groups to talk about losses caused by conflicts and how they affect the community.

Help the learners by answering their question to discuss the causes of conflicts. Single out any students who have experienced conflicts if any is available, to share their experience with others.

Assessment Opportunities

Observation:

Observe the learners as they talk about the group work. Are they able to define conflict?

Conversation:

Engage the learners in talks. Can they discuss the levels and causes of conflicts?

Product:

After this lesson, can the learners give the causes and levels of conflicts on their own?

Look at their answers.

Suggested answers to Activity 2.3

Losses likely to occur due to conflicts

Conflicts in a society may lead to war which can cause:

- Loss of life
- Loss of property

- Displacement of people

All these affect the community negatively due to much created tensions and insecurity.

Conflict resolution and methods of conflict resolution



Peace negotiation process.

- Ask the learners to explain the methods of resolving conflicts as advanced in the learner's book on page 14. Ask them to discuss the methods one after another.
- Move around each group and ask them their understanding of the methods of resolving conflicts. Help them where they need your additional information.
- Listen to their definition and correct them where they are wrong. Always remember to applaud correct answers and encourage attempts.

Class Activities 2.4 and 2.5 (*Learner's book page 12-14*)

Ask the learners to make suggestions of some of the likely causes of conflict. Ask the learners to discuss how conflicts are resolved using your home friends, school or community experience about conflict. They should write answers after discussion.

Ask the group leaders to lead their groups in presenting their discussion findings to the class. Encourage equal participation by all members and let

them ask questions where they do not understand.

As the learners present their work, always chip in with information they might be leaving out.

Ask them to ask people at home about more information regarding methods of conflict resolution. Once they get new information, allow them to share in subsequent lessons.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to explain the methods of conflict resolution?

Conversation:

Engage the learners in talks. Do they understand causes of conflicts?

Product:

Study their answers.

Role of different institutions in conflict resolution



African Union headquarters in Addis Ababa, Ethiopia.

- Ask learners to discuss in pairs the role of the United Nations and other organisations in conflict resolution and write their answers.

Class Activity 2.6(Learner's book page 17-18)

Ask learners to dramatise a conflict resolution incident.

The conflict resolution should feature the two conflicting students who quarreled as a result of differences in opinion.

Let the short play bring out the steps followed when resolving conflict.

Ask the learners to seek more information from their parents and local people about what local and international organisations are doing in their community to resolve conflicts.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to discuss the role of various institutions in conflict resolutions?

Conversation:

Engage the learners in talks. Do they know the process of conflict resolution?

Product:

After this lesson, can the learners exhibit the required competencies?

Read their answers.

Ways of promoting peace in the society



Women peace groups helps in creating awareness about need for peace.

Ask the learners to make suggestions through their group discussion ways through which peace can be promoted in the society.

Ask them to write down their discussion points as they proceed.

The leaders of the groups should lead each group in the presentation of work.

Assessment opportunities

Conversation:

Talk to the learners as they discuss. Are they able to suggest ways of promoting peace?

Product:

Read their answers.

Laws broken during conflict and balancing the rights that compete

- The key thing is for the learners to understand what happens when a right happens to compete with a conflict.

Class Activity 2.7 and 2.8 (Learner's book page 18-20)

Ask the learners to discuss and remind themselves human rights they learnt previously.

Ask the group leaders to lead their groups in presenting their discussion findings to the class. Encourage equal participation by all members and let them ask questions where they do not understand.

As they discuss, remind them how important human rights are and why it is important to be fully aware of them.

- Encourage the learner to go seek more information from the local people and parents about the human rights protection during conflicts.
- Ask the learners also to study and discuss the piece of information about balancing rights that compete with conflicts.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to relate human rights protection to conflicts?

Conversation:

Engage the learners in talks. Do they understand how rights that compete with conflicts are addressed?

Product:

After this lesson, can the learners exhibit the required competencies?

Read their answers to ascertain this.

Unit Summary

A conflict is a disagreement between individuals or group of people or even nations. Conflict resolution is the attempt to peacefully end a conflict.

Conflicts are caused by various causes ranging from social, political and economic depending on the level of conflict. Conflicts can be resolved using various methods such as arbitration, litigation and negotiation.

The following is the process of conflict resolution.

- i. Involved parties should state what the conflict is about.
- ii. Summarise the story from both sides and suggest possible solutions.
- iii. Invite each party to give their views according to the solutions suggested.
- iv. Depending on the reactions from the conflicting parties, look for the possible solutions and settle on one.
- v. Write down the agreement and let each party sign.

Unit 3

Advocates for Non-Violence in South Sudan and the World

Learn about	Key inquiry questions
<p>Learners should look at the aims and vision of some key advocates for non-violence in South Sudan and the world. (For example, <i>UNESCO, Nelson Mandela, Martin Luther King</i> etc.) Learners should explore a range of resources that describe the impact that these individuals and organisations have had in Africa and in other parts of the world. They should compare and discuss theories of non-violence and distinguish between principled and pragmatic nonviolence, researching for example the Gandhian approach and the work of Gene Sharp.</p> <p>Students should be introduced to the role of NGO's in civil society and should develop their understanding of how NGO's work and what they provide in South Sudan, comparing this to the way government organisations work and are funded. Learners should investigate how NGO's promote active citizenship and what impact this has had on communities. Learners should explore how NGO's identify areas and issues that need support and development. They should work together to prepare presentation to others about an NGO that they believe has made a significantly positive contribution to their local community or South Sudan as a whole.</p>	<ul style="list-style-type: none">• How can we use what we have learnt from key advocates for peace in history in today's society?• What are the most effective strategies can we employ as individuals to promote peace?• How do NGO identify areas of need in South Sudan?• What comparisons can we make between NGO's and Government organisations?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know about key advocates for non-violence in South Sudan and the world. • Know about strategies for non-violence locally, in South Sudan and in other parts of the world. • Know about different types of non-violence. 	<ul style="list-style-type: none"> • Compare global ideas and issues to local ones. • Analyse plans and projects carried out by NGO's and government organisations. • Evaluate the effectiveness of some local projects. 	<ul style="list-style-type: none"> • Appreciate a commitment to improving standards of living. • Value the role of NGO's in supporting developments for peace, education and healthy living in South Sudan.
<p>Contribution to the competencies:</p> <p><u>Culture and identity:</u> Take pride in South Sudanese identity and the diverse nature of South Sudanese Society.</p> <p><u>Critical and creative thinking:</u> Evaluate different suggested solutions for conflict resolution as described by key advocates for non-violence in South Sudan.</p>		
<p>Links to other subjects:</p> <p><u>Peace Education:</u> know about key advocates for non-violence in South Sudan and the world.</p>		

Assessment Opportunities

- Observation
- Conversation
- Product

An outline of the learning

In this unit, learners will learn about non-violence and advocates of non-violence both in South Sudan and the whole world. It further looks at the meaning of non-violence, institutions and individual leaders who advocated for non-violence theory in the world. There are two theories that explain the concept of non-violence, principled theory of non-violence by Gandhi and pragmatic theory of non-violence by Gene Sharp. The learners will analyse the two theories with required appropriate examples.

Using the Student textbook

This unit is set with many activities and pictures to supplement the information. Help the learners by analysing with them the key aspects of non-violence in South Sudan and around the world. Help the learners by reading with them during the lessons.

The different activities in this unit are also useful as they guide the learner through what is intended for learning.

Put the learners in groups that they will use throughout the unit.

You can have charts, photographs and other relevant teaching aids to supplement the information in the textbook.

The Student Competencies

Critical and creative thinking is achieved by learners through the questions that expect the learners to think imaginatively.

Cooperation and communication is achieved through the various activities that ask learners to work as a group or in pairs.

Cross cutting issues

In this topic, emphasise the issue of **non-violence** as a method of resolving conflicts. Learners should explore the organisations that advocated for non-violence in South Sudan and the whole world.

The unit contributes to **peace education** as learners are expected to know about key advocates for non-violence in South Sudan and the world.

Meaning of non-violence

- Ask the learners in their groups to brainstorm on the meaning of non-violence. Ask them to discuss examples of acts of non-violence in South Sudan.
- Encourage them to ask questions as they explore the examples of acts of non-violence in their local community.

Class Activity 3.1 (Learner's book page 21-27)

Ask the learners to talk about various types of violence that they have ever experienced. Ask them to research on more information about causes of conflicts and violence.

Ask the learners to explain how they think the violence they witnessed could have been handled non-violently.

Assessment Opportunities

Observation:

Observe the learners as they talk about the group work. Are they able to define non-violence?

Conversation:

Engage the learners in talks. Can they discuss the examples of the acts of non-violence in South Sudan?

Product:

After this lesson, can the learners on their own give the examples of non-violence in South Sudan?

Key Advocates of Non-Violence



IGAD members in a meeting.

- Ask the learners to look at the picture on page 23 and help them to brainstorm on the role of local and international institutions and organisations such as UNESCO in advocating for non-violence.
- Ask the learners to explain the role of local and international institutions and organisations such as UNESCO in advocating for non-violence.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to explain the role of local and international institutions and organisations such as UNESCO in advocating for non-violence?

Conversation:

Engage the learners in talks. Do they understand why these organisations participate in peace processes?

Product:

After this lesson, can the learners support the role of local and international institutions and organisations such as UNESCO in advocating for non-violence?

Role of leaders in advocating for non-violence

- Ask learners to discuss in pairs the role of leaders such as Desmond Tutu and Nelson Mandela in advocating for non-violence. Ask them to refer to page 24-27 of the learner's book and find out the contribution of the leaders in advocating for non-violence.
- Ask them to discuss the role of leaders such as Desmond Tutu and Nelson Mandela in advocating for non-violence.

Class Activity 3.2 (*Learner's book page 27-30*)

Ask learners to identify any leader apart from the ones advanced in the book that has advocated for peace.

Let each student mention whoever he or she believes that has advocated for peace and non-violence.

Let them go ahead and explain how these leaders have exhibited non-violence. Lastly, ask them to explain to one another why non-violence approach is important.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to discuss role of leaders such as Desmond Tutu and Nelson Mandela in advocating for non-violence?

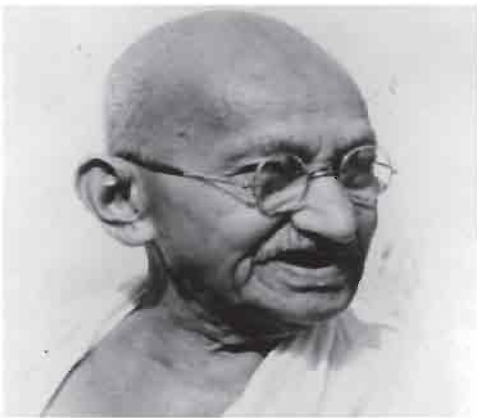
Conversation:

Engage the learners in talks. Ensure they are aware of the intended competencies of the lesson.

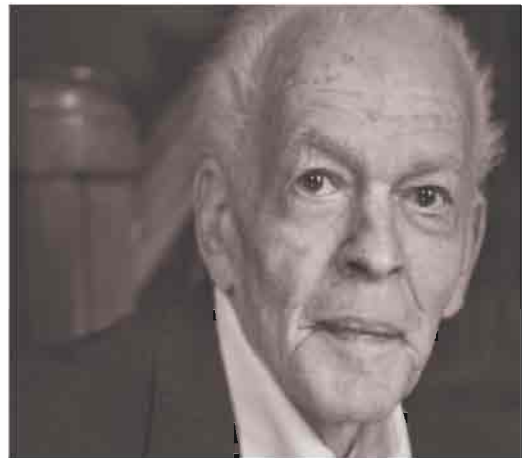
Product:

After this lesson, can the learners exhibit the required competencies? Can they explain why non violence approach to solve conflicts is important?

Theories of non-violence



Mahatma Gandhi



Gene Sharp

- Ask the learners to study the information about the two theories of non – violence on pages 27 to 30 in the learner’s book.
- Help them through brief explanations to understand the pragmatic and principled theories of non – violence.
- Ask the learners to converge into their small groups and compare the two theories in terms of their approach to non – violence.

Activity 3.3(Learner's book page 30)

Ask the learners to draw contrasts between the principled theory of non-violence and pragmatic theory as advanced by Gandhi and Sharp respectively. Ask them also to identify similarities that exist between the two theories.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Do they understand the theories of non-violence?

Conversation:

Talk to the learners as during the lesson. Can they compare and contrast the two theories of non-violence?

Product:

Look at their answers; have they exhaustively discussed the theories of non-violence?

Role of Non-Governmental Organisations in civil society



Borehole

- Ask the learners to discuss in groups the role of NGOs in civil society and advocating for non-violence. From their understanding, ask them about how NGOs are promoting non-violence in their local community.

Class Activities 3.4 and 3.5

Class Activity 3.4 (*Learner's book page 30*)

Ask the learners to work on the activity 3.4 individually.

Let him or her name any NGO that he or she is aware of.

Let the learners identify projects that NGO'S have carried out within their locality.

Ask them to make comparisons between NGO activities and the government activities and tell you how much they believe NGOS are important.

Class Activity 3.5(*Learner's book page 30-31*)

Let the learners research to identify some of the roles played by NGO'S in promoting active citizenship.

You should then guide them through making class presentations.

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

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Do they know the role of NGOs in civil society and advocating for non-violence?

Conversation:

Talk to the learners as they discuss and present the assigned work. Are they able to explain the role of NGOs in civil society and advocating for non-violence?

Product:

Look at their work; have they identified the role of NGOs and civil society in advocating for non-violence? Have they identified local opportunities done by NGOs in promoting non-violence?

How NGO's identify areas of need in the society especially South Sudan

Put the learners in their pairs. Ask them to talk to each other about ways an NGO may use to identify areas of need in the society.

Ask them to write their findings in their note books.

Activity 3.6(Learner's book page 33)

Ask learners to discuss and make suggestions that can help the NGOs to improve on their service delivery.

Let them document their suggestions in a short essay.

Unit summary

In this unit, learners have analysed the aims and visions of some key advocates of non-violence in South Sudan and the world. Among them are individuals and institutions such as Nelson Mandela, Martin Luther and UNESCO.

The unit further compared and discussed the theories of non-violence and distinguished between principled and pragmatic non-violence theories. The role of NGOs in the civil society has further been discussed in this unit.

Learn about	Key inquiry questions
<p>Learners should identify a particular issue that is relevant to their own community or is of particular interest to them. (For example: Gender equity; Displacement; Conflict Resolution; War Crimes, Corruption) Learners should explore a range of resources to identify the key issues, examples of solutions to the problem, data that backs up their ideas and strategies adopted by successful organizations for the engagement of appropriate behavior change. Learners should use the example of issues around gender equality to begin developing their understanding of the importance of developing informed arguments.</p> <p>Learners should understand that informed arguments are essential for sustainable developments and peaceful coexistence. They should look for examples where a lack of knowledge in arguments has led to decisions being made that had a negative impact on for example a community, the economy or the environment.</p> <p>Learners should develop what they have found to form the basis of a debate or discussion. They should bring people into the debate who have relevant areas of expertise if possible like community leaders, health professionals or NGO representatives. Learners should practice in pairs presenting both sides of the argument. They should evaluate techniques for persuasion such as the use of statistics, clear summaries, the avoidance of assumptions and relevant descriptive phrases.</p>	<ul style="list-style-type: none"> • What are the most significant issues that require discussion and debate near where you live? • What attributes do people need to take part in decisions and debates successfully? • What issues around behavior change are important to important issues in South Sudan.

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know how to develop informed arguments. • Know how to take account of diverse viewpoints when forming arguments and developing own opinions. • Know how to recognise assumptions and how to challenge them if necessary. 	<ul style="list-style-type: none"> • Explore ideas and assumptions about important issues. • Investigate the ways in which rights might compete and conflict. 	<ul style="list-style-type: none"> • Respect the views of others when forming arguments. • Appreciate the right to speak your own opinions. • Value the role of active citizenship.
<p>Contribution to the competencies:</p> <p><u>Critical and creative thinking:</u> Evaluate different suggested solutions during debate. Sort and analyse information to come to conclusions.</p> <p><u>Co-operation:</u> Be tolerant of the views of others when forming arguments. Speak clearly and communicate ideas and information coherently during debates about important issues.</p>		
<p>Links to other subjects:</p> <p>English: Take a leading role in discussions speaking coherently.</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 how to develop an informed argument and present their arguments to the audience. The learner will have the ability to present their view points and opinions which meets the expectations of the audience.

The learner will understand how to debate and accept the opinions of others while debating. The topic further analyses the attributes of debating and importance of developing an informed argument. This topic provides the learner with an opportunity to sharpen creative thinking while analysing ideas.

Using the Student textbook

Use the various activities and illustrations provided in this unit to help the learners achieve the learning outcomes.

Put the learners in their groups and pairs that they will work with in this unit.

Guide them through the activities and other information presented in the book so that expected outcomes can be attained.

The Student Competencies

- Critical thinking and creative thinking
- Cooperation
- Communication

Cross cutting issues

Learners should understand how informed arguments influences behaviour change. The topic also contributes to the **life skills** as learners acquire **good debating skills, listening** and **speaking skills**.

What is an argument?

- Ask the learners in their groups to brainstorm on the meaning of debate and debating. Ask them to mention topics for debating.

- Encourage them to ask questions where they need clarification as they explore the issues that are debatable.

Class Activities 4.1, 4.2 and 4.3 (Learner's book page 34-37)

Learners are expected to select a topic about any issue affecting people of South Sudan and hold debate about it.

The issue could be good governance, equitable distribution of resources among others. Assist them in selecting a good topic and moderate the debate.

In activity 4.2, learners should tell whether the two statements written are debatable or not. Read the sentences with them and help them get the differences between debatable topics and non debatable ones.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Do they understand how a debate should be carried out?

Conversation:

Engage the learners in talks. Can they mention examples of topics that are debatable?

Product:

Watch them as they debate. Do they have skills of the debating?

Strategies of developing an argument



Key questions about the topic.

- Explain to the learners the strategies of developing an argument as presented in the learner's book.
- Move around each group and ask them their understanding of strategies of developing an argument. Listen to their ideas and correct them where they are wrong. Always remember to applaud correct answers and encourage attempts.

Class Activity 4.5 (Learner's book page 37-38)

Ask learners to write an argumentative essay about gender equality in the community as instructed.

Inform them that a good argument should focus on the good points as they write and avoid the less important ones. They should be short and straight to the point.

- Ask the learners to present their work in class. Always chip in with information they might be leaving out in their arguments.

Assessment Opportunities

Observation:

Observe the learners as they argue out on issues in their groups. Are they able to incorporate the strategies of developing an argument?

Conversation:

Engage the learners in talks to see whether they understood strategies of a good argument.

Product:

Look at their answers. Read their essays.

Attributes of debating

- Ask the learners to work in groups, brainstorm and discuss the qualities of a good debater and a less skilled debater.
- Ask the learners to discuss and explain the characteristics of a good debater.

Class Activity 4.6(Learner's book page 38-39)

Let half of the class represent the government while the other half represents the opposition. Prepare a debate where;

- i) The group representing the government of South Sudan protects what the government is doing and what it has already done to the citizens of South Sudan.
 - ii) The group representing the opposition gives the drawbacks of the government basing on what they feel the government has not done.
- Ask the learners to analyse the main points from the debating session. Let them identify instances of good debating. Encourage equal participation by all members in the debate.
 - Ask the learners to present points and lessons learnt from the debating session.

Assessment Opportunities

Observation:

Observe the learners as they argue out on issues in their groups. Are they able to incorporate the good qualities of debating?

Conversation:

Engage the learners in talks. Can they mention to you good qualities of debating?

Informed argument and behaviour change

- Ask the learners in their groups to talk about how to come up with an informed argument. From their understanding, ask them about how developing informed arguments can lead to change of their behaviour.
- Allow them more materials such as newspaper articles if they have access to them. They can also make use of the information on page 39 of the learners book.

Class Activity 4.7(Learner's book page 40)

Importance of an informed argument

Ask learners in their groups to explain to one another why a good and informed argument is important.

Tell them to talk about the reasons why one should only argue when he or she has the relevant facts needed.

Tell them to present their answers to the class after discussing.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to explain why developing informed arguments is important?

Conversation:

Talk to the learners. Can they tolerate one another's opinion in arguments?

Product

Look at their work; have they discussed the importance of informed arguments.

Unit Summary

Argument is a reasoned attempt to convince an audience to accept a particular point of view about debatable topic. Strategies of developing an informed argument involves; knowing about the topic, what seems important about that topic, how does the topic relate to other issues that you know and what you don't know about the topic.

There are various attributes of debating which include; ideas and positions are developed, ideas are refuted, ideas are defended and there must be a decision. This unit helps the learners to develop good debating skills.

Unit 5

The work of parliament and the courts in making law

Learn about	Key inquiry questions
<p>Learners should investigate the history of the legal system in South Sudan in order to understand how it is organized today. They should for example look at the resolutions passed at the SPLM Convention of 1994, which later evolved into the charter of the movement. Learners should also consider explore the Interim Constitution (entered into force in 20015) and the Transitional Constitution. Learners should explore the differences here and the ongoing internal negotiations about the ‘right model’ for South Sudan which has an influence on the use of laws in the legal disputes and courts.</p> <p>Learners should find out about some of the main ways in which the government is organized at a local and national level. They should compare and contrast these systems and explore the way that laws are upheld and communicated within them. Learners should investigate different types of courts and begin to understand how they are related to each other. (eg: <i>Supreme Court; Court of Appeals; High Court; Customary Courts etc.</i>)</p> <p>Learners should research using a range of media and resources, the laws of South Sudan, paying particular attention to those that effect their own lives directly and the area in which they live. (For example: The Southern Sudan Human Rights Commission Act, 2009; The Local Government Act 2009; The Child Act, 2008.) Using these documents etc, learners should consider how these laws are upheld, which laws cause conflict and how well these laws are used in court.</p>	<ul style="list-style-type: none">• How does parliament influence the shaping of law?• What similarities and differences between courts of law in South Sudan most significantly affect peace and conflict resolution?• What systems of governance work the most effectively in your state?• What are the most significant barriers to the effectiveness of the rule of law?

Learning outcomes

Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know some principles of how the government works. • Know about the work of parliament at a local and national level. • Know about the courts and how they work. • Understand and know how laws are made and shaped. 	<ul style="list-style-type: none"> • Investigate systems of governance and government in South Sudan. • Explore and compare how government works at a local and national level. • Use knowledge about government and parliament to understand how laws are shaped. 	<ul style="list-style-type: none"> • Respect the role of government and parliament in aiming for peace. • Respect the rights of individuals to explore government policy. • Value the establishment of the courts to promote peace, reconciliation and justice.

Contribution to the competencies:

Critical and creative thinking: Carry out investigations into governance and law in order to find information. Sort and analyse information to come to conclusions about conflicts in law and order.

Communication: Read and comprehend a variety of types and forms of text about law and governance.

Links to other subjects:

Peace Education: Recognise key areas of conflict within communities

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 explore the work of parliaments and courts in law making. The teacher should lead the learners to understand the resolutions of the SPLM convention of 1994. There are two types of constitutions in South Sudan, that's the interim constitution and the transitional constitution of the Republic of South Sudan. The topic further analyses the levels of government in South Sudan starting with the local government to the national government.

Using the Student textbook

Use the information presented in the learners book to assist the learners attain the intended learning outcomes. The information is presented in pictures, charts, and activities. Guide the learners through it to enhance a good learning process. Put them in the working groups and pairs where possible to aid their learning.

The Student Competencies

The activities advanced in the learner's book help them to gain the following competencies:

- a) Critical and creative thinking
- b) Communication
- c) Cooperation

SPLM Convention of 1994



Founders of the SPLM. Formerly known as SPLA.

- Ask learners to look at the picture on Page 42. Help them to identify the founders of SPLM from the picture.

Class Activities 5.1, 5.2 and 5.3 (Learner's book page 41-44)

Activity 5.1

Activity 5.1 suggests a visit by the learners to the national parliament or state parliament. If possible, take the learners there so that they get to understand what business goes on. If not accessible, learners can use alternative sources or just the information in the textbook.

Activity 5.2

Requires learners to critically think and tell why law in South Sudan has many limitations. Ask them to discuss in their groups and share what they think.

Class Activity 5.3

Let the learners remind themselves the meaning of the constitution in pairs from what they learnt earlier. Let them talk about the importance of a constitution to any country.

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

Make the presentations lively by encouraging questions from the class to the presenters.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they understanding the explanations as to why the use of law has many limitations?

Conversation:

Talk to the learners as they discuss and present the assigned work. Do they understand the resolutions of SPLM of 1994?

Product:

Look at their work; have they exhaustively discussed the resolutions of SPLM of 1994? Do they understand how important a constitution is to a country.

Interim and transitional constitution of the Republic of South Sudan

- Ask the learners to work in groups and discuss the features of the interim and transitional constitutions. Allow them to explore more materials such as newspapers if they have access to them. The information in the learners book is also useful to the learners.

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 this presentation session.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Can they understand the features of the interim and transitional constitutions?

Conversation:

Talk to the learners as they discuss and present the assigned work. Are they able to explain features of the interim and transitional constitutions?

Product:

Look at their work; have they explained the features of the interim and transitional constitutions? Have they identified how the two constitutions have shaped South Sudan?

The government of the Republic of South Sudan

- Ask the learners to discuss the government of the Republic of South Sudan and guide them to understand the levels of government.

Class Activities 5.4 and 5.5 (Learner's book page 44-47)

Class Activity 5.4

Ask learners in their group to discuss the main functions of the national government.

As they give the functions, tell them to mention some of those functions that are evident to them within their localities. What can they see that they identify it with the national government?

Class Activity 5.5

Ask the learners to compare functions of the national government to that of local government.

They can use a two column table to show the differences.

Ask them to as well make suggestions they think can help both, the local and national government to perform better than they are doing now.

- 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 able to discuss the functions of different levels of government?

Conversation:

Talk to the learners as they discuss and present the assigned work. Are they able to explain functions of different levels of government?

Product:

Look at their work. Have they exhaustively discussed the functions of different levels of government?

Types of courts in South Sudan



Judicial meeting.

The key here is for the learners to understand the court structure of South Sudan from the smallest court to the largest and their functions.

- Ask the learners to talk to one another in their groups about the courts available in South Sudan, from the tribunals to the Supreme Court.
- Ask them to mention the main functions of each court and the courts' composition. Then let them present their work in class.



Supreme court judges workshop.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to describe the court system in South Sudan?

Conversation:

Talk to the learners as they discuss. Can they mention the various courts in South Sudan?

Product:

Look at their work. Did they identify the composition of all the courts?

The Law of South Sudan



All children have the right to education.

- Ask learners to brainstorm on the laws of South Sudan. Let them tell one another any law they are aware of.
- Ask them to discuss what they can remember about the rights of children that they learnt in Secondary One. Explain to them what the Child Act of 2008 is.

Class Activity 5.6(Learner's book page 47-50)

In a recall activity, ask the learners in their groups to remind one another the rights of children as structured in secondary one.

Let each of the group members mention at least two rights and how important the rights are.

Ask the learners to write a short essay that explains how laws are shaped in South Sudan. Tell them to use the information learnt about parliament and government.

- Ask the group leaders to lead their groups in presenting the work they discussed to the class. Make sure that every group has a turn to present.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to describe various statutes of South Sudan?

Conversation:

Talk to the learners as they discuss and present the assigned work. Can they mention the various Acts of law in South Sudan?

Product:

Look at their work; have they explained how laws are shaped?

Principles of Governance

The key objective here is learners getting to know some of the principles that govern good leadership. These principles include the qualities that leaders should portray.

Ask the learners to discuss leadership qualities that they know.

Class Activity 5.8(Learner's book page 51)

In this activity, lead the learners to come up with similarities between the state and national governments.

Let the learners make presentation of their discussion outcomes.

- 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. Are they able to describe the principles of good governance?

Conversation:

Talk to the learners as they discuss and present their work. Do they know all the principles of good governance?

Product:

Look at their work; have they given correct similarities between state governments and National governments?

Unit summary

The Republic of South Sudan became a sovereign state in July 2011. SPLM convention of 1994 played a very big role in the liberation of South Sudan. Before that time South Sudan was using the interim constitution until 2011 when the transitional constitution was drafted. The transitional constitution led to various amendments in the law of South Sudan. South Sudan has a decentralised system of government. This includes the national level, the state and the local government. Each level has the responsibility of working towards the national building of South Sudan and promoting peace and cohesion in the country.

The South Sudanese courts are divided into various levels from the county courts to the Supreme Court which is the highest level. The functions of courts are interlinked from one court to another where the lower courts are subject to report any appeal to the court above it. The law of South Sudan; that directly affects the citizens are found in the child act of 2008, humans right commission act 2009 and the local government act 2009.

Unit 6

The World as a global community: From the African Federation to the UN

Learn about	Key inquiry questions
<p>Learners should investigate South Sudan as part of a global community and explore ways in which South Sudan can have an impact on the wider world and vice versa. Learners should consider environmental issues such as Climate Change recognising that air pollution in Africa effects for example, affects air quality in India. Learners should explore political issues such as the part that South Sudan plays in the East African Federation and the UN. Learners should also explore export and import in South Sudan considering natural resources including oil. Learners should investigate the economic dependency on agriculture, beginning to make evaluations about how this industry affects economic growth and sustainable development.</p> <p>Learners should develop one issue that they have investigated to form the basis of a debate or discussion. They should bring people into the debate who have relevant areas of expertise if possible like community leaders, health professionals or NGO representatives. Learners should practice in pairs presenting both sides of the argument. Learners should base their arguments on the need for South Sudan to play an increasingly integral role in the Global Community, learning from other countries and building capacity in their own. Learners should further explore what is meant by 'sustainable development' (For example by exploring 'Our Common Future', also known as the Brundtland Report.) in order to suggest and debate plans for economic growth, peaceful coexistence and for the protection of the environment.</p>	<ul style="list-style-type: none">• What part does South Sudan play in the Global Community?• What features of South Sudan provide the most opportunity for economic growth?• What role does the environment have in the economy of South Sudan?• What features of forming an informed argument have the most influence on the outcome?

Learning outcomes

Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know how to develop informed arguments. • Know how to take into account diverse viewpoints when developing arguments. • Know how to recognise assumptions when exploring issues and ideas. • Understand the benefits of playing an active part in the democratic and electoral processes. 	<ul style="list-style-type: none"> • Construct balanced arguments, challenging ideas and assumptions appropriately. • Explore South Sudan as part of a Global community. 	<ul style="list-style-type: none"> • Appreciate the need for informed arguments when promoting change. • Respect the rights of others to contribute to debates and discussions about important issues. • Commit to active citizenship.

Contribution to the competencies:

Culture and identity: Take pride in South Sudanese identity and the diverse natures of South Sudanese Society within the context of the African Union. Appreciate and contribute to the development of South Sudanese Culture through developing an understanding of the history of South Sudan.

Links to other subjects:

Environment and sustainability: Identify factors to sustain the economy to the transition from rural to urban economies in Africa.

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 the global world and how it influences South Sudan. Let the learners understand how the global community influences the economy of South Sudan starting with the agricultural economy to the imports and exports of the country. The learners will also get to understand how to construct arguments and challenging ideas appropriately and appreciate the need for informal arguments when promoting change.

Using the Student textbook

Encourage the learners to make good use of the information presented in this unit within the learner's book, for example the activities, illustrations and the information provided as texts.

Organise them into useful groups that they will use during the learning of this unit. Select the people for presentations whenever necessary and moderate the learning process.

Be a guide to them in all the activities and learning.

The Student Competencies

Creative and critical thinking

Examples of areas in this unit that promote critical and creative thinking is giving reasons for answers, interpretation of pictures and suggesting solutions to various problems.

Communication

The students talk to each other many times during the group discussions. They also get a chance to communicate when presenting the group findings to the class.

Cooperation and teamwork

Working in pairs promotes co-operation and teamwork among the learners.

This unit's areas of study also promote the culture of the South Sudanese people.

Cross cutting issues

Cross cutting issues in this unit includes:

- Economic growth of the country through the help of the global community.
- Agriculture as a key economic factor in South Sudan.
- Environmental awareness as well as sustainable development.

Agriculture and economy of South Sudan



Groundnuts farm in South Sudan.

- The expectation here is to understand how and why agriculture is important and key in the South Sudan's economy. The learners are also expected to learn about the methods that can be applied to boost agriculture in South Sudan.

Class Activity 6.1 and 6.2(Learner's book page 52-57)

Ask the learners to write a short essay that argues importance of oil to the economy of South Sudan as compared to agriculture.

Guide them to discuss what they think can be done to improve agriculture.

Let them share this information through a class presentation.

- 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 understand the importance of agriculture in the economy of South Sudan?

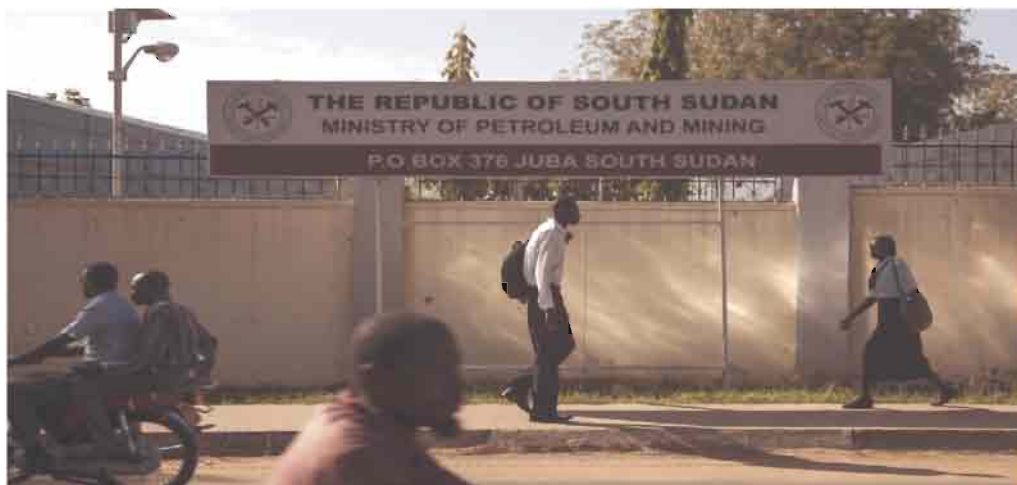
Conversation:

Talk to the learners as they discuss and present their work. Can they suggest ways to improve agriculture in South Sudan?

Product:

Look at their work; have they explained importance of agriculture in South Sudan? Read their essays.

Exports and imports of South Sudan



The ministry of Petroleum and mining is responsible for the mining of oil in South Sudan.

- Learners at this point should understand some of the things that the Republic of South Sudan imports from other countries. They should also know what South Sudan sells or exports to other parts of the world.
- Ask the learners to work in pairs and list exports and imports in South Sudan. Let the learners in different pairs share experiences on foreign goods and locally produced goods in their localities.

- Ask the pairs to share with you what they have discussed. Go round until you ensure you have had a look at the lists made by the pairs.
- Ask the pairs to briefly share their lists of exports and imports with all the class. Encourage other learners to ask questions during this presentation session.

Assessment Opportunities

Observation:

Observe the learners as they discuss the pair work. Are they able to define exports and imports?

Conversation:

Talk to the learners as they discuss. Are they able to list exports and imports in South Sudan?

Sustainable Development

- Ask the learners to review the meaning of sustainable development and help them to analyse the provisions of the Brundtland Report of 1987. From their understanding, ask them to mention the main components of the Brundtland Report of 1987.

Class Activity 6.3 *(Learner's book page 57)*

Ask the learners to discuss the sustainable development goals in their groups. Attend to all groups and ask them to share with you what they have discussed. Ask learners to give their reasons as to why South Sudan should work hard and achieve the goals of sustainable development.

- Ask the groups to briefly share their findings on sustainable development goals with the whole class.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to define sustainable development goals?

Conversation:

Talk to the learners as they discuss. Can they suggest reasons why South Sudan and other countries should all attain goals of sustainable development.

Product:

Look at their work.

Unit Summary

The economy of South Sudan is improving although at a very slow pace. This is because of long term conflicts experienced in communities which has impacted negatively on the economy of the country.

Agriculture, which is the source of food to many African countries is not well developed in South Sudan. This is because many people highly depend on oil as a source of livelihood. South Sudan exports mainly oil but many of the basic commodities like packaged medicaments are still being imported. Sustainable development is defined as development that meets the needs of the present without compromising the ability of the future generations to meet their own needs.

Learn about	Key inquiry questions
<p>Learners should consider what they have learnt about active citizenship and explore opportunities to become involved in a community project. They should investigate what activities and projects are taking place near where they live and discuss with others the value of these, exploring what impact they have had or they plan to have on everyday life. Learners should explore in particular the aims and intended outcomes of projects in order to be able to assess and evaluate success.</p> <p>Learners should discuss with others what knowledge and skills are necessary to take part in one or two projects that are of particular interest to them. They should reflect upon how they are able to make the most valuable contribution by sharing some of what they have learnt about sustainable development in particular, through the year.</p> <p>Learners should make plans to become involved in a particular project and make the relevant contact and enquiries in order to fully appreciate the benefits to the community that the project brings. They should identify a particular role or aspect of the project that they feel they can add most value to and work to the best of their ability to make the project a success. Throughout their involvement in the project, learners should take note of successful strategies for communication, team work and engagement that are deployed by others. Learners should look for opportunities to gain feedback on their own involvement and make regular evaluations of the effect of their involvement by considering and measuring where possible their successes. Learners should make further evaluations of the project as a whole by considering initial aims and objectives.</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 evidence is there to illustrate the overall success of the project you have taken part in? • What is the significance of developing aims and objectives in the planning process for community projects?

Learning outcomes		
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. • Know about the functions of central and local government and the opportunities to contribute. 	<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 aims and objectives for projects. 	<ul style="list-style-type: none"> • Respect the rights of others to their opinions. • Appreciate the importance of team work.
<p>Contribution to the competencies:</p> <p><u>Communication:</u> Listen and comprehend speech in a variety of forms when working with members of the community to develop projects.</p> <p><u>Co-operation:</u> Work collaboratively with others towards common goals in the community. Adapt behaviours to suit different situations when working in unfamiliar settings.</p>		
<p>Links to other subjects:</p> <p><u>Environment and sustainability:</u> Identify the factors to sustain the economy through developing an understanding of the benefits of community projects.</p> <p><u>Peace Education:</u> Know about key advocates for non-violence in South Sudan and consider how strategies employed by them might be useful through own participation in community projects.</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, learners will learn how to gather information and make positive contributions to important issues. They will explore the significance and effects of developing aims and objectives for projects. They will research to identify important issues in a community and appreciate importance of teamwork.

Using the Student textbook

The book contains information that appears both in words and pictures. Help the learners by analysing with them the impact of community projects in the community.

The different activities and questions in this unit are also useful as they take the learner through the learning process. Put the learners in groups for discussion and presentation. Help the groups to work effectively by ensuring all learners have roles to play in discussions and presentation.

The Student Competencies

The unit offers many instances for the learners to think creatively and critically. For example, interpreting the picture in activity 7.1.

The group discussions are a perfect opportunity for the learners to improve their communication competencies. The same group discussions enable the learners to cooperate as they get answers to the assignments they have.

The topic itself is presented within the South Sudanese context which helps the learners to identify with their culture.

Cross cutting issues

Environmental awareness through the tree planting projects.

Good leadership through planning and organisation of the projects.

Opportunities in a community for active citizenship



The introductory part of this unit wants the learners to know the meaning of community project. They are also to identify opportunities for them to be involved in community project. They should also know some of the results of community project to the people. Encourage them to be active members of such projects.

Class Activity 7.1 (Learner's book page 58-61)

Ask the learners to study the picture on page 58.

Ask them to talk about the benefits of the project in the picture. The benefits should be discussed in terms of:

- a) Environmental
- b) Economic benefits
- c) Social benefits

Let them talk about impacts and challenges of the project.

- 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. Can they interpret the picture correctly?

Conversation:

Talk to the learners. Are they able to identify various opportunities for implementation of community projects?

Product:

Look at their work. Do they know the benefits of a community project?

Impact of Community Project

The key here is to understand the results of community project to the communities. The impacts should be understood politically, socially, economically and environmentally.

Activity 7.2 *(Learner's book page 61)*

Ask each group to write their findings on how various community projects being implemented in their local communities are impacting on the people's lives. Let learners in each group share experiences on how such projects have helped them, for example, sensitisation on conflict resolution.

Attend to all groups and ensure everybody plays a role in the discussion.

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

Assessment Opportunities**Observation:**

Observe the learners as they discuss the group work. Do they know the impacts of community projects?

Conversation:

Talk to the learners as they discuss and present the assigned work. Are they able to explain how community projects have impacted on their lives?

Product:

Look at their work. Have they exhaustively discussed the impact of community projects?

Significance of developing aims and objectives

- Ask learners to brainstorm on the significance of developing aims and objectives during project implementation. Let them discuss the points given on page 61 of the learners book to help them understand.

Activity 7.3(Learner's book page 61-62)

Ask the learners to discuss the significance of any governmental projects in the state they come from.

Ask the learners to make suggestions towards improvement of such project.

- 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 understand the significance of developing aims and objectives during project implementation?

Conversation:

Talk to the learners. What do they think about the significance of developing aims and objectives during project implementation?

Product:

Look at their work.

Unit Summary

Involvement in a community project entails initiating specific activities with clearly defined goals that need to be accomplished in several steps or stages to bring about positive change. Community projects have great impact on the lives of the people. This is because a community project brings about positive social change.