



South Sudan

# Primary CRE

Pupil's Book

# 1

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

The book comprehensively covers the Primary 1 syllabus as developed by **Ministry of General Education and Instruction.**

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

The Pupil's Book provides:

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



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

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

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

**This Book is not for sale.**

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

Funded by:



South Sudan



# Primary CRE

Pupil's Book

# 1



Funded by:



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

**This Book is not for sale.**

How to take care of your books.

Do's

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

Don'ts

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

# Christian Religious Education

## Pupil's Book 1

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



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

**THIS BOOK IS NOT FOR SALE**



Funded by:

**GLOBAL  
PARTNERSHIP  
for EDUCATION**

quality education for all children

## FOREWORD

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

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

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

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



Deng Deng Hoc Yai, (Hon.)

**Minister of General Education and Instruction, Republic of South Sudan**

# Contents

<b>Unit 1: The Creation Story .....</b>	<b>1</b>
Nature walk.....	1
The creation story .....	2
Nature walk.....	4
Glossary.....	19
<b>Unit 2: The Ark of Noah and the Rainbow .....</b>	<b>20</b>
The ark of Noah.....	20
God’s covenant with Noah .....	25
The rainbow .....	25
Glossary.....	28
<b>Unit 3: The Angel Gabriel’s Message.....</b>	<b>29</b>
Angel Gabriel’s message to Zechariah.....	29
The song of Zechariah.....	34
Angel Gabriel’s message to Mary.....	36
Mary visits Elizabeth.....	40
The song of Mary.....	41
Glossary.....	42
<b>Unit 4: The Child Jesus.....</b>	<b>43</b>
Circumcision and naming.....	49
Glossary.....	52



## Key Words

Creator, sea, domestic animals, wild animals

## Nature walk

1. Go outside your classroom.
2. Tell your friend what you can see.
3. In class, draw what you have seen.
4. Show your teacher what you have drawn.

## Activity 1

Look at the following picture.

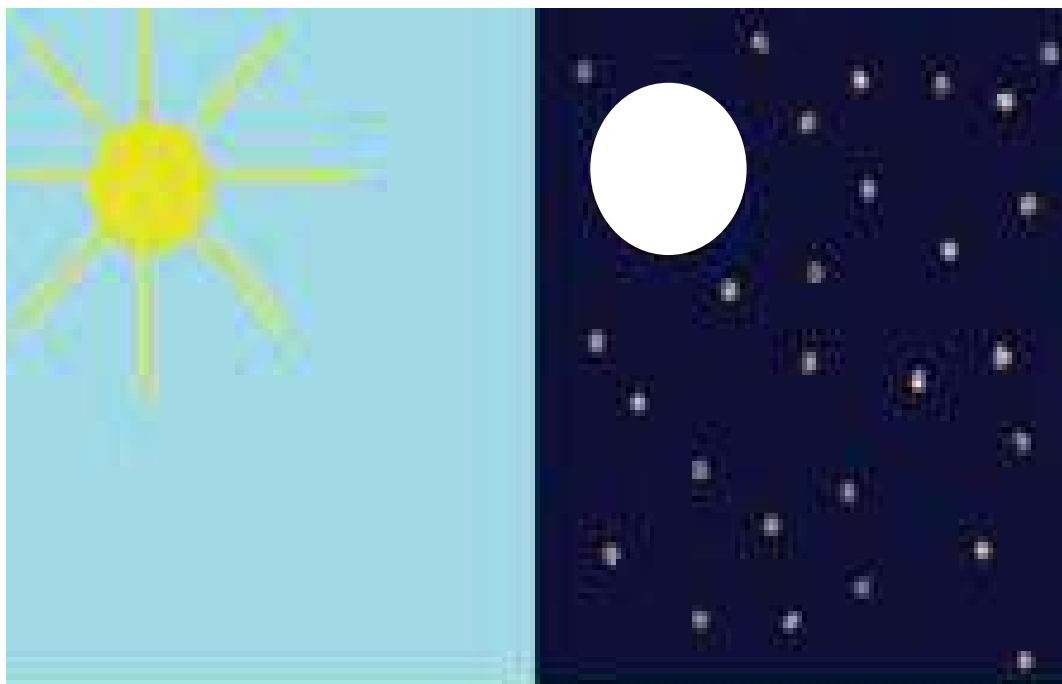


1. With a friend, talk about the things you can see.
2. Identify animals we keep at home.
3. Which animals are found in the forest?
4. Who created what you have seen?

## The Creation story

### Day one

God created day and night.





## Day two

God created the sky.



### Pair work

1. With your friend, look at the picture above.
2. What do you see?
3. What did God create on days one and two?

### Home work

1. With your parent or guardian, observe the sky at night. What can you see?
2. Draw what you have observed.
3. Write the names of what you have drawn.

## Day three

God created the land, sea and plants.



### Nature walk

1. Go outside your classroom.
2. Observe trees, grass and any other plants around the school.
3. In class, draw what you have observed.
4. Compare your drawings with your friend.

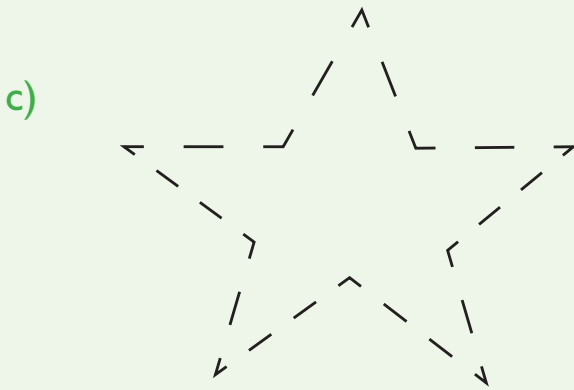
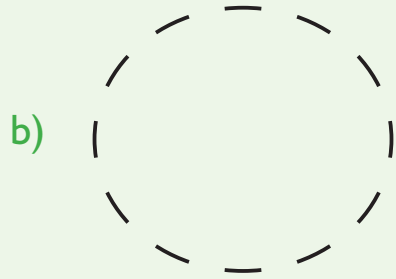
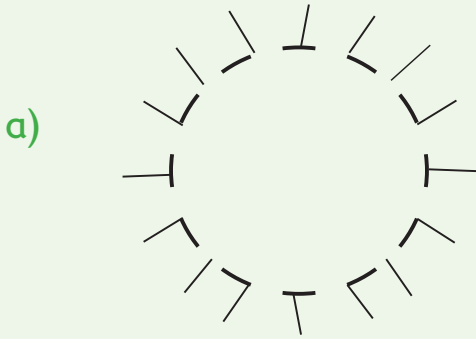
## Day four

God created sun, moon and stars.



## Time to draw

1. Complete the following.



## Activity 2

1. Look at the pictures above.
2. Write the names of the pictures?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

## Day five

God created birds and animals that live in water.

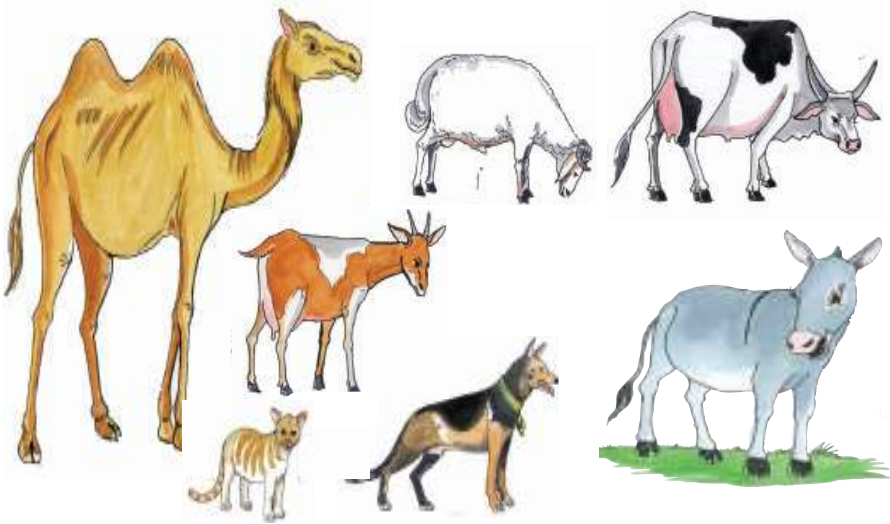


### Activity 3

1. Look at the pictures above.
2. Tell your teacher what you can see.
3. Identify the animals.

## Day six

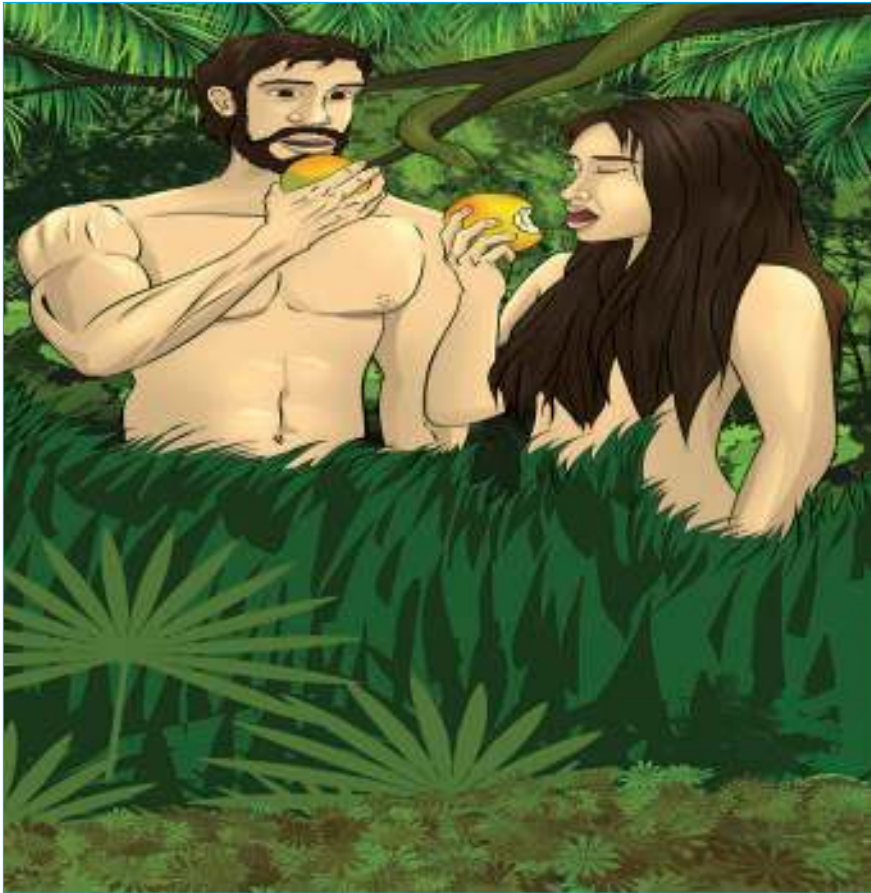
God created animals that live on land and human beings.



### Pair work

1. With a friend, look at the pictures above.
2. Tell your friend the things we get from those animals.
3. Identify animals that give us milk.
4. Write their names.

God created human beings in His image. He created man and woman.



Human beings were to take care of all creations of God.  
We should take care of what God created.

## Fun point

**Sing the song below;**

Who made the animals,  
The animals, the animals,  
Who made the animals,  
Our Father God.

Who made the plants that grow,  
The plants, the plants  
Who made the plants that grow,  
Our Father God.

Who made the birds that fly,  
the birds that fly, the birds that fly,  
Who made the birds that fly,  
Our Father God.

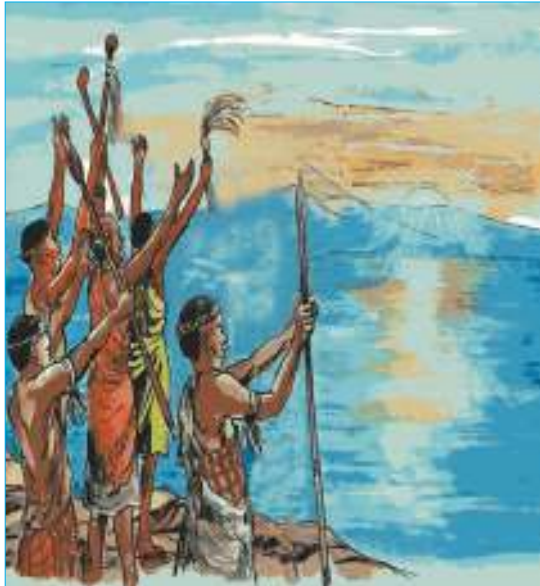
## Homework

1. Draw animals we keep at home.
2. Colour the animals.
3. How do these animals help us?



## Other stories of creation

Africans believe that God is the creator. God made the sky, sun, moon and human beings.



Muslims believe that Allah made everything in six days.



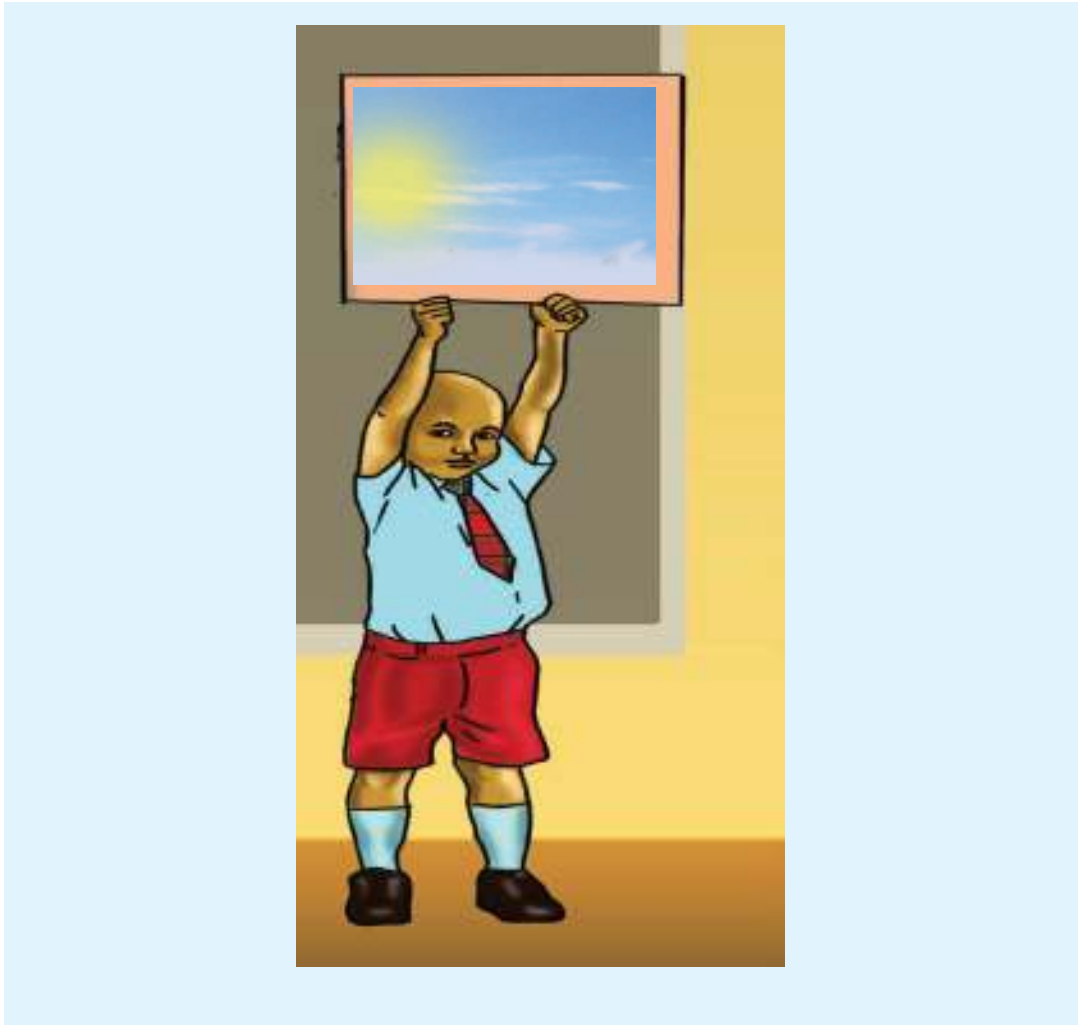
## Activity 4

Read the following flash cards with the help of your teacher.  
This is Mary. She is showing what God created on the first day.



What did God create on **day one**?

This is John. He is showing what God created on the second day.



What did God create on **day two**?

This is Jane. She is showing what God created on the third day.



What did God create on **day three**?

This is Peter. He is showing what God created on the fourth day.



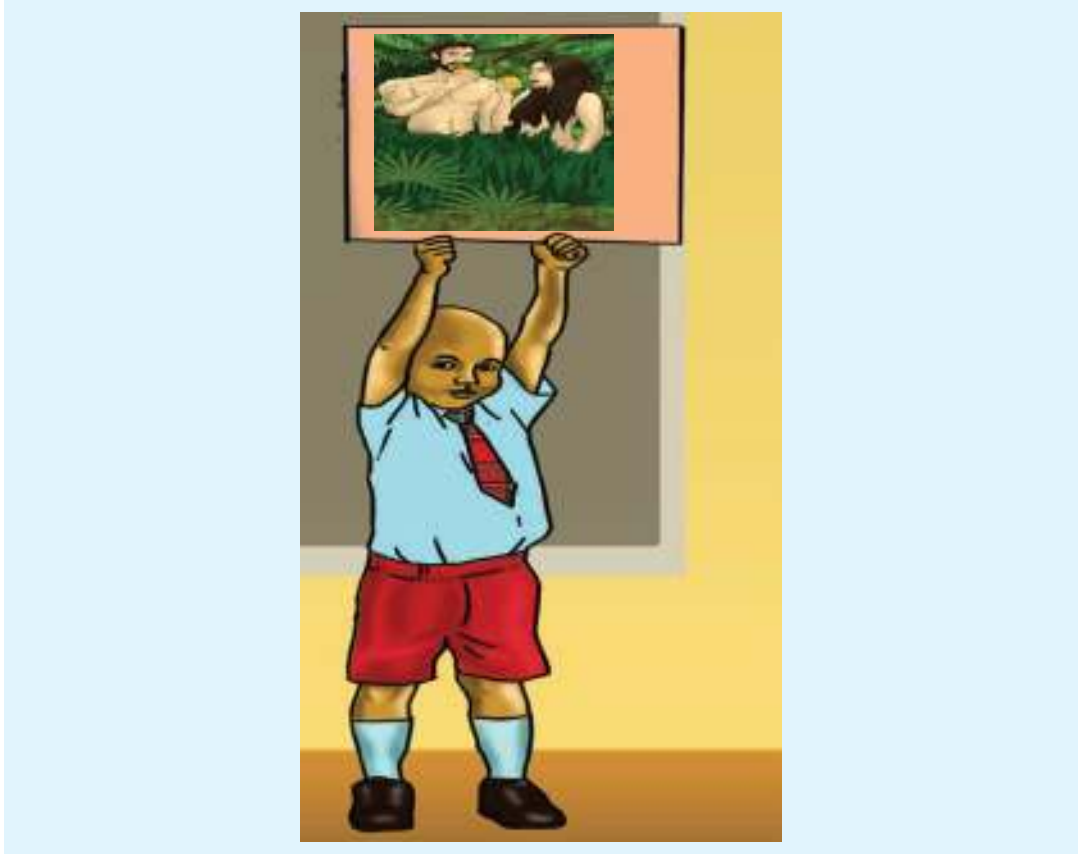
What did God create on **day four**?

This is Ann. She is showing what God created on the fifth day.



What did God create on **day five**?

This is Adeng. He is showing what God created on the sixth day.



What did God create on **day six**?

### Fun point

**Sing the song below;**

He's got the whole world in his hands,  
He's got the whole world in his hands.

## Activity 5

Match the following pictures with the day they were created.  
The first one has been done for you.

First day



Second day



Third day



Fourth day



Fifth day



Sixth day





## Learning Point

God created everything on the earth in six days.

Human beings were created on the sixth day.

God rested on the seventh day.

We should take care of everything that God created.

### Glossary

**Create** – Make

**Domestic animals** – Animals kept at home.

**Sea** – Large water body.

## Unit 2

# The Ark of Noah and the Rainbow

### Key Words

Ark, covenant, flood

## The ark of Noah

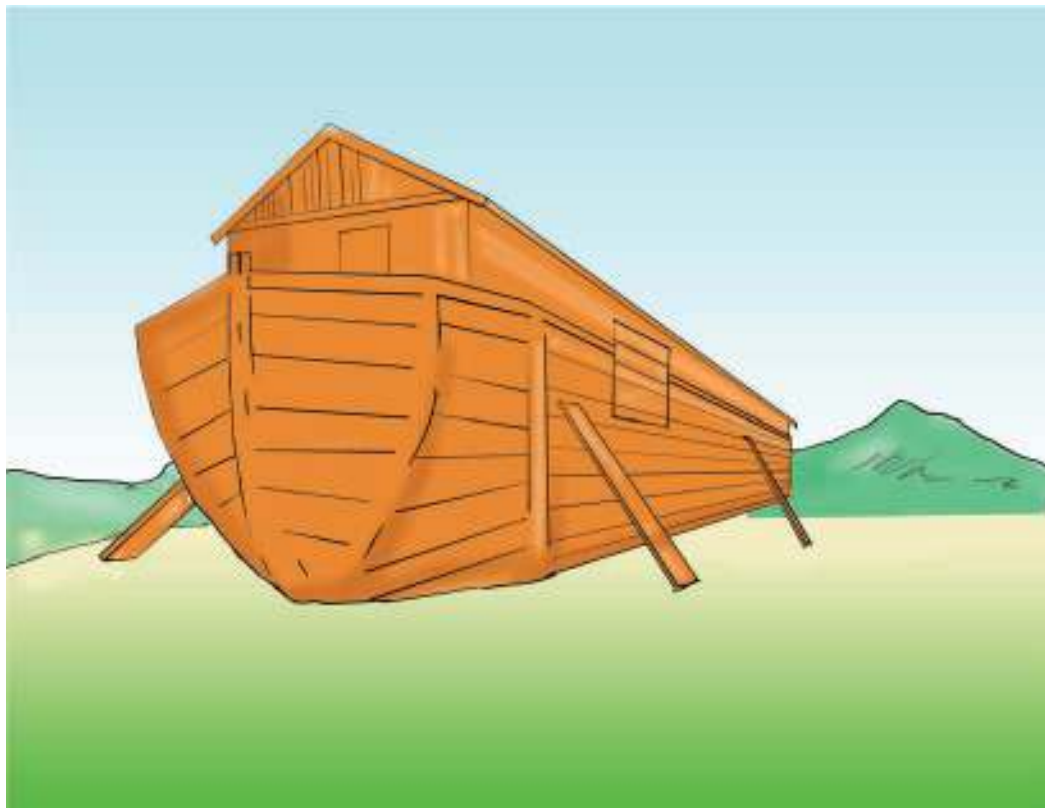
During the time of Noah, everyone was evil in God's sight. Noah was a good man. God wanted to destroy all people from the earth. God told Noah to build an ark.

### Activity 1

1. Look at the picture below.
2. Draw what you have seen.
3. Show your teacher what you have drawn.



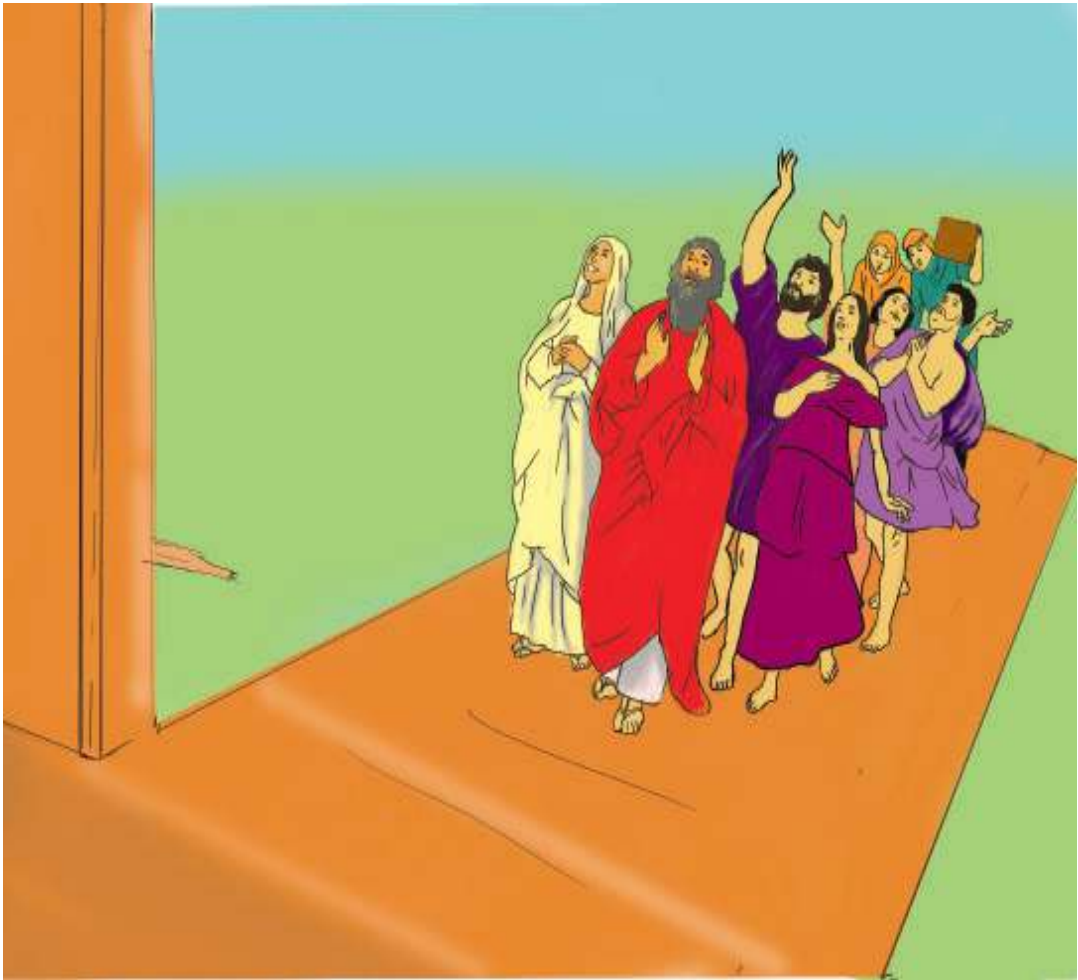
Noah built the ark as God commanded.



## Activity 2

1. Draw the ark of Noah.
2. Colour the ark.
3. Show your teacher.

Noah and his family entered the ark as God commanded.



### Activity 3

1. Look at the picture above.
2. What do you think these people are doing?
3. Tell your teacher.

God told Noah to take into the ark with him a male and female animal and bird.



### Activity 4

1. Identify the animals in the picture above.
2. Draw the animals.
3. Compare these animals with what we keep at home.

### Fun point

**Sing the song below;**

The animals went in two by two  
hurrah! hurrah!

The animals went in two by two  
hurrah! hurrah!

God told Noah to store food for him and the animals.



## Homework

1. Visit a nearby church.
2. Ask your Sunday school teacher to tell you the story of Noah.

## Activity 5

1. Tell your friend two people who entered the ark with Noah.
2. In pairs, draw three animals that entered the ark of Noah.
3. Colour the animals.

## Group work

1. In groups of four, draw the ark of Noah.
2. Say this poem;

Noah was a good man,  
Yes he was a good man,  
God was happy with Noah,  
I should be a good child,  
Yes a good child I should be,  
God will be happy with me.

## God's covenant with Noah

A covenant is an agreement between two people.

God made an agreement with Noah and all living things.

### The rainbow

Rainbow was a sign of agreement between God and Noah.



## Group work

1. Role play on how Noah's family and the animals came out of the ark.
2. Present in class what you have role played.

## Activity 6



1. Look at the picture above.
2. Draw a rainbow.
3. Colour the rainbow.
4. Write the seven colours of the rainbow.



## Check your progress

1. Tell your friend what God promised Noah.
2. God made a c\_v\_n\_nt with Noah and all living beings.
3. The sign of God's covenant with Noah would be a r\_inb\_w.

## Activity 7

1. Say this poem in pairs.

The rainbow, the rainbow,  
So colourful and beautiful,

God made the rainbow,  
So colourful and beautiful,

The rainbow, the rainbow,  
So colourful and beautiful.

2. Who made the rainbow?
3. Tell your friend the seven colours of the rainbow.

## Learning Point

During the time of Noah everyone was evil. God destroyed everything on earth.

The rainbow was used as a sign of the agreement between God and Noah.

Judaism and Islam have the same stories about Noah and the flood.

### Activity 8

Look for the following words in the word search below.

**NOAH, HAM, FLOOD, ANIMALS, BIRDS.**

The first one has been done for you.

H	A	N	I	M	A	L	S
F	L	O	O	D	S	H	E
S	W	A	R	K	E	A	T
T	S	H	E	M	T	M	H
B	I	R	D	S	S	I	B

### Glossary

**Ark** – Water vessel.

**Covenant** – An agreement between two people.

**Flood** – Large water flowing on land.

**Symbol** – A sign.

### Key Words

Priest, incense, message, alter

### Angel Gabriel's message to Zechariah

Zechariah was a priest. He was married to Elizabeth. They were old and had no children.



### Activity 1

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

Zechariah was burning incense in the temple. Other believers were praying outside.



An angel of the Lord appeared to him. When Zechariah saw him, he was confused and frightened.

Your wife Elizabeth will bear you a son. You will name him John.



Zechariah was old. He did not believe what the angel told him. Elizabeth his wife was old too.

How can I be sure of this?



## Activity 2

Say the poem with your friend.

Zechariah the priest,  
Was in the temple,  
Angel Gabriel came,  
With good news,  
About a son.

1. What news did angel Gabriel have for Zechariah?
2. Why did Zechariah doubt angel Gabriel's message?
3. What was the name of the son to be born?

### Activity 3

1. In groups of four, role play the response of angel Gabriel to Zechariah.
2. What happened to Zechariah after doubting angel Gabriel's message.

### The song of Zechariah

After the birth of John, Zechariah spoke again. He was filled with the Holy Spirit. He spoke the word of God to the people.

Let us thank the Lord of Israel,  
God Has come to help His people,  
He has given as a powerful saviour.



### Pair work

1. In groups of four, sing the song of Zechariah.
2. Present the song in class.
3. What lesson do you learn from the song of Zechariah?

### Check your progress

1. Zechariah was a \_\_\_\_\_.
2. Zechariah's wife was called \_\_\_\_\_.
3. Angel Gabriel had brought good \_\_\_\_\_ to Zechariah.
4. Zechariah's son would be called \_\_\_\_\_.

## Angel Gabriel's message to Mary

God sent angel Gabriel to Mary. Mary was living in Nazareth. Mary was promised marriage to Joseph.

Greetings! The Lord has blessed you.



Mary was confused by what the angel Gabriel said.

Do not be afraid. You will be pregnant and give birth to a son. You will name him Jesus.



I am a virgin. How will this happen?



Angel Gabriel told Mary that she will conceive through the Holy spirit.

## Activity 4

1. In groups of four, sing a song about angel Gabriel's message to Mary.
2. Present it in class.

### Pair work

1. With a friend, role play the appearance of angel Gabriel to Mary.
2. Discuss the message of angel Gabriel to Mary.

### Check your progress

1. The angel \_\_\_\_\_ appeared to Mary.
2. The angel said Mary's son would be called \_\_\_\_\_.
3. The \_\_\_\_\_ would come on Mary and she would become pregnant.

## Mary visits Elizabeth

Mary went to visit Elizabeth. While staying with Elizabeth, she sang a song of praise.



## Activity 5: The song of Mary

Sing this song;

My heart praises the Lord,  
My heart is happy,  
God is my saviour,  
He has remembered me.

I am blessed,  
God cares for me,  
He has done great things,  
He is Holy.

1. Why did Mary sing this song?
2. What lesson do we learn from this song of Mary?

## Learning Point

Zechariah was a priest. God blessed Zechariah and Elizabeth with a son when they were old.

Mary was blessed with a son through the Holy Spirit.

## Homework

1. Write the name of the angel who visited Mary \_\_\_\_\_.
2. What is the work of Zechariah \_\_\_\_\_.
3. The angel told Mary that the child will be called \_\_\_\_\_.

## Glossary

- Priest** – a religious leader in Christianity.
- Altar** – sacred place for offering sacrifice to God.
- Message** – written or recorded information.
- Incense** – something that smells sweet when it is burnt.



## Key Words

Census, governor, manger

### Activity 1

**Sing this Song;**

Happy birthday to you x2  
Happy birthday dear Peter  
Happy birthday to you  
How old are you now?

Jesus was born in the town of Bethlehem in Judea.

Augustus ordered counting of people to be taken in the Roman rule.



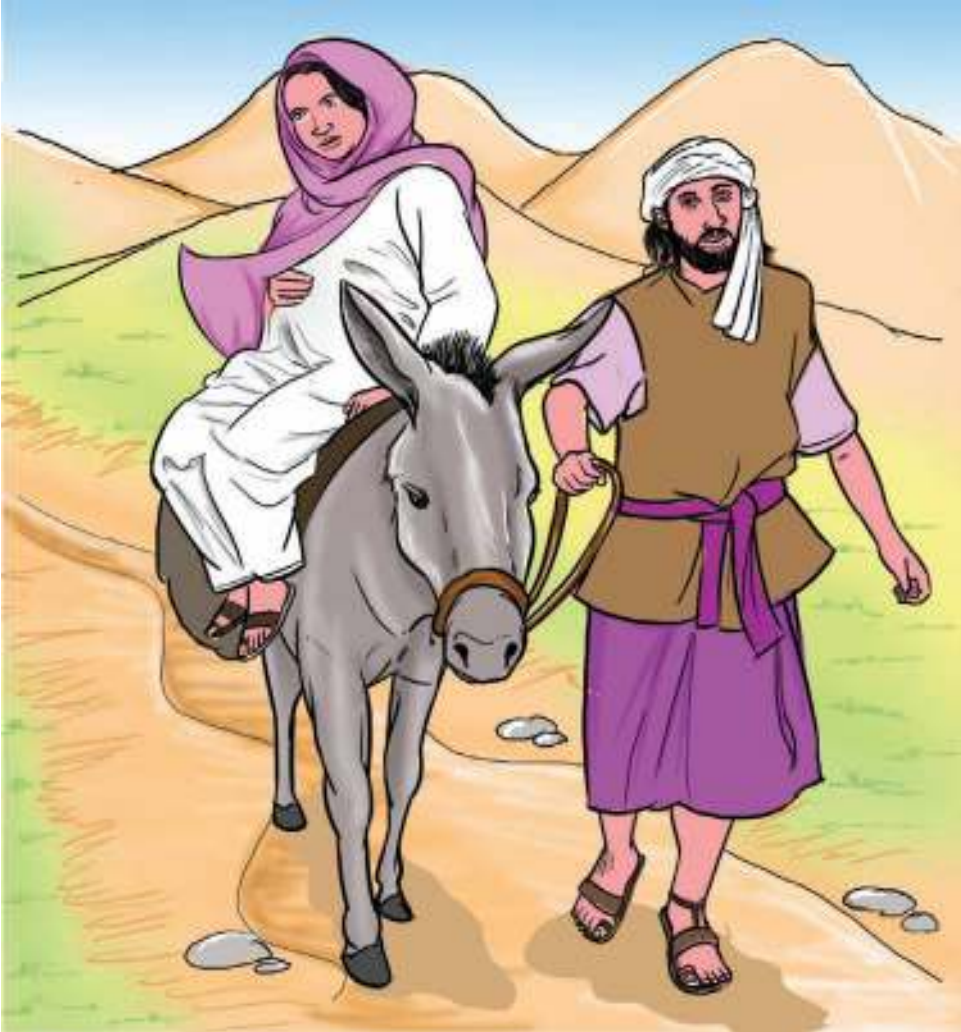
Quirinius was the governor of Syria.



Everyone went to register in his or her own town.



Joseph went to the town of Bethlehem in Judea. He went there because he was from the family of David.



Joseph and Mary going to Bethlehem to register.

### Pair work

1. With your friend, look at the picture above.
2. Tell your friend what is happening.
3. Draw Joseph and Mary.

While in Bethlehem, Mary gave birth.



She wrapped the baby with cloths and laid him in a manger.  
There was no guest room for them.

## Activity 2

1. Look at the picture below.
2. Tell your friend what you can see.
3. Why do you think the baby was placed in a manger?



## Activity 3: Role play

1. Role play the birth of Jesus as a group.
2. Draw a birthday cake.
3. Colour it.

### Pair work

1. Who is Jesus Christ?
2. Draw baby Jesus in a manger.
3. Colour baby Jesus.

## Activity 4

### Sing this Song;

Mary's boy child Jesus Christ was born on Christmass day,  
And man will live for evermore because of Christmas day,  
Long time ago in Bethlehem, so the Bible said,  
Mary's boy child Jesus Christ was born on Christmass day,  
Hark, now hear the angels sing, a king was born today.  
And man will live for evermore because of Christmass day

1. When do we sing this song?
2. Why do we sing this song?

## Circumcision and naming

The baby was circumcised on the eighth day. He was named Jesus. This is the name the angel had given him.



Muslims believe Jesus was born from the virgin Mary. They believe that Jesus was a prophet. Muslims go to worship in a mosque.





## Learning Point

Jesus was born in Bethlehem.

Joseph and Mary are parents of Jesus.

### Check your progress

1. With whom did Joseph go to register?
2. What name was given to the baby?
3. Where was the baby laid?

### Activity 5

Say this poem;

Bethlehem, Bethlehem,  
The city of birth,  
Birth of our saviour,  
Yes Jesus was born in Bethlehem.

1. Who was born in Bethlehem?
2. Where was he placed after his birth?

## Homework

1. Who was the Emperor when Jesus was born?
2. In which town did Joseph go to register?
3. Find the following words in the word search below.

**BABY, JESUS, BETHLEHEM, MARY**

The first one has been done for you.

M	A	R	Y	Y	V	E	J	O
B	E	T	H	L	E	H	E	M
A	A	I	J	E	S	U	S	U
B	S	M	E	A	V	S	U	M
Y	T	E	S	S	T	E	S	E

## Glossary

**Census** – counting of people in a given area.

**Governor** – a public leader.

**Manger** – a box where animals are fed.