



South Sudan

Secondary CRE

1

Teacher's Guide

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

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

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

The Teacher's Guides provide:

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



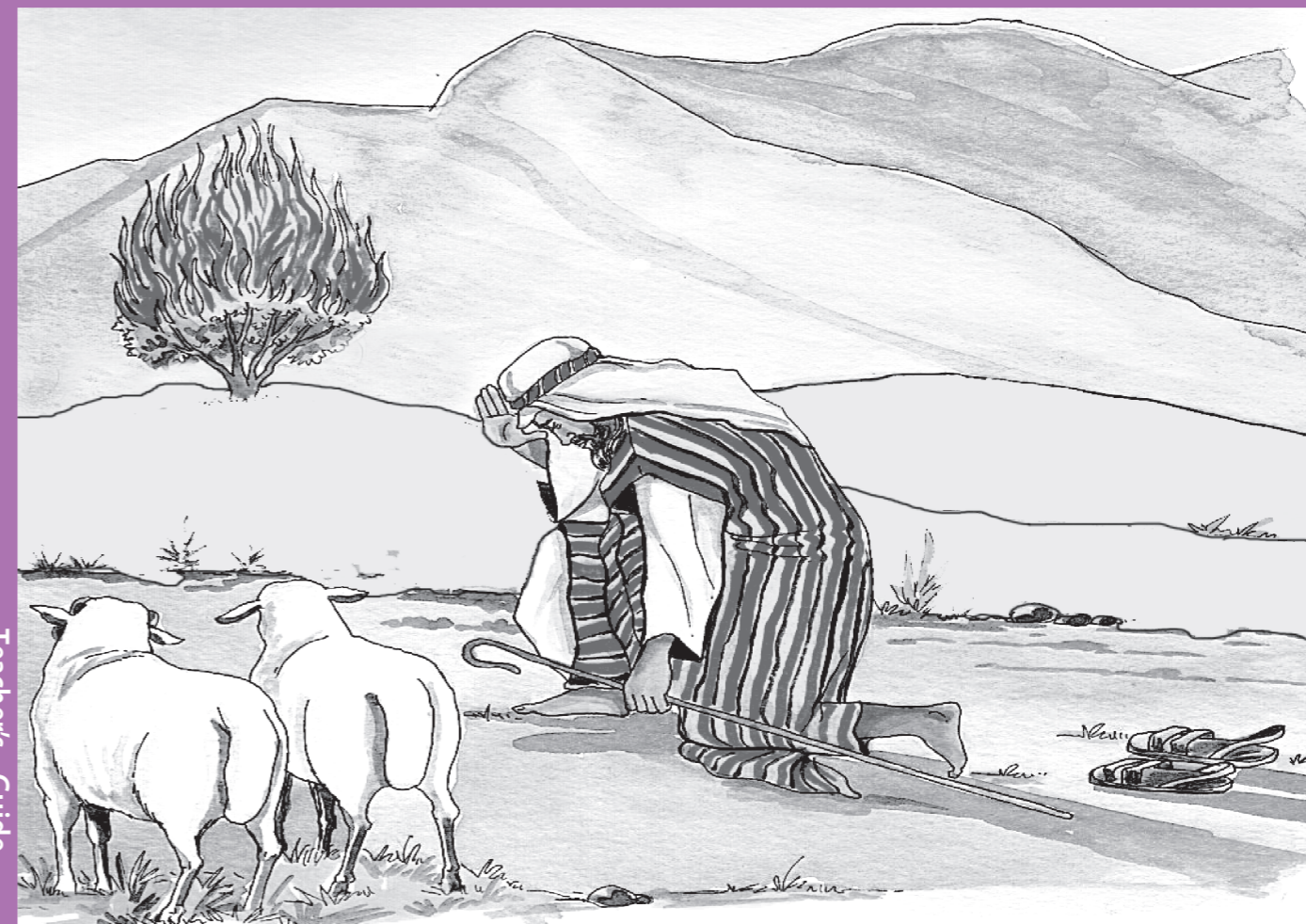
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CRE

Teacher's Guide

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FOREWORD

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

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

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

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



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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INTRODUCTION

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

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

This Teacher's Guide places the learner at the centre of learning. It provides pathways for identifying and nurturing the talents and interests of 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 learning outcomes in knowledge and understanding, values and national cohesion and their integration into the curriculum.

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

The Book Structure

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

ORGANISATION OF THE TEACHER'S GUIDE

The teacher's guide is organised into:

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

6. Links to other subjects

7. Learning activities

1. Units

These are a wide range of topics or situations. In essence 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.

2. Sub-units

These represent the skills; values and attitudes. It is through the skills that learners apply their learning and engage in higher order thinking. 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.

3. Learning Outcomes

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

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

4. Key inquiry questions

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

5. Core Competences to be developed

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

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

6. Links to other subjects

It is important for learners to gain an understanding of the interconnections

between different subjects so that learning in each subject is reinforced across the curriculum. This platform does exactly that. It prepares the teacher to pass this information to the learners so that they are aware!

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

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

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

Teaching Process

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

- A lesson is aligned with the number of activities.

Each lesson has learning outcomes whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.

- Some learning outcomes focus on knowledge and understanding. These are associated with Lower Order Thinking Skills or LOTS.
- Other learning outcomes focus on acquisition of skills, attitudes and values. They are associated with Higher Order Thinking Skills or HOTS. These learning objectives are actually considered to be the ones targeted by the new curriculum. For example;

There are Learning Activities that are expected to engage learners in an interactive learning process as much as possible (learner-centered and participatory approach).

This section also contains suggestions of remedial activities for slow learners. There are suggestions of activities and written exercises for fast learners too. In this digital era there are activities where computer devices are necessary.

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

Activities for Oral lessons

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

Teaching Methods in CRE

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

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

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

(i) Demonstration

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

It may be necessary to call the pupils around the demonstration table for all to see. During demonstration, he or she could ask some pupils to help in handling

and setting up the teaching aids. The teacher should then outline the procedure he or she expects the pupils to follow as they carry out their projects either individually or in groups.

(ii) Questioning technique

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

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

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

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

(iii) Role play

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

(iv) Individual work

Individual work by pupils begins when the teacher assigns a few problems

to them during class work. This is the application session whereby every individual pupil is expected to work on his or her own.

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

(v) Discussion

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

An effective discussion is characterised by the following

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

(vi) Discovery method

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

Note:-

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

Grouping Learners

Grouping learners for learning has increasingly become popular in recent years. In

fact, the shift from knowledge-based to competence curriculum will make grouping the norm in the teaching process. Grouping 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 easily be developed.
- (g) Many learners accept correction from the teacher more readily and without feeling humiliated when they are in a small group rather than the whole class.
- (h) Learners' creativity, responsibility and leadership skills can easily be developed.
- (i) Learners can work at their own pace.

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

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

However, the teacher must be flexible enough to adjust or change his or her type of grouping to cope with new situations. 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. However, groups should on average have between four to seven learners. You can

also resort to pair work depending on the nature of the content being taught at the time.

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

Important Attitudes In Learning Of CRE

a) In learners

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

Practical approach

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

- **Responsibility**

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

- **Cooperation**

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

- **Curiosity**

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

- **Self-confidence**

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

- **Honesty**

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

- **Patience**

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

b) In teachers

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

Teaching Resources

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

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

Conclusion

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

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

Religious education SI		Unit 1: Faith and Belief	
Learn about		Key inquiry questions	
<p>Learners should explore creation stories in the Bible and in African traditional beliefs. They should discuss their findings in class.</p> <p>They should work in groups to identify the similarities and differences between Genesis 1 and 2. They should research the similarities and differences of creation stories from African traditional beliefs. They should consider the effects of the various creation stories on society and present their findings to the class.</p> <p>Learners should be aware of the responsibilities given to Adam and Eve. They should relate these to their parent's responsibilities and duties at home.</p> <p>They should trace the origin of sin in the Bible (Genesis 3) and work together in groups to research stories about sin in African traditional society.</p>		<ul style="list-style-type: none"> • What are the differences and similarities between Genesis 1 and 2 and how do these compare with African traditional stories? • What were the responsibilities given to Adam and Eve and how relevant are they in today's society? • What is the origin and consequences of sin in Genesis 3 and how does this compares with African traditional beliefs? 	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none"> • Understand the creation stories in Genesis 1 and 2 and identify the differences and the similarities. • Explain the lessons learnt from creation stories. • Classify the responsibility of Adam and Eve. • Describe the fall of humankind (Genesis 3) • Explain the result of sin in Genesis 3. 	<ul style="list-style-type: none"> • Interpret the first chapters of Genesis 1, 2 and 3. • Compare and contrast the creation stories in the Bible with those of traditional African beliefs. • Trace the origin of sin in the Bible and in African tradition. 	<ul style="list-style-type: none"> • Appreciate and respect the Bible stories of creation as told in Genesis 1 and 2. • Show respect for the beliefs of others including traditional African belief. 	
Contribution to competences:			
<p>Think critically about the differences and similarities between Genesis 1 and 2 and compare with traditional African beliefs .</p> <p>Communication: Discussion about Genesis 1, 2 and 3.</p> <p>Heritage and culture: through research on South Sudanese legends that describe the fall of humankind.</p> <p>Links to other subjects</p>			

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit is about Faith and Belief. The main content covered in this unit include definition of the terms “faith” and “belief”, the concept of faith from the Bible, the division of the Bible, the significance of faith in the modern world, the challenges that the modern world brings, the reasons why the Bible is referred to as the Word of God, the reasons the Bible is referred to as a collection of books, the versions of the Bible used in South Sudan, the importance of Bible versions, the Bible translation from the original language, the reasons for Bible translation and the effects of Bible translation.

By the end of the topic, the learner should be able to: Explore the different texts in the Bible relating to the concept of faith. The way in which the Bible is divided. Discuss with the teacher the significance of faith in the modern world and the challenges to faith that the modern world brings. Research about faith and belief in their own community. Consider the reasons why the Bible is referred to as the word of God and the collection of books.

Find out about the different versions of Bible and their importance to society. Compare stories of the Bible with those of African traditional religion. Find out about the stages of Biblical translation, reasons for the translations and the effects on society.

Using the Learner’s Textbook

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

The different activities all have a different colour and shape, so the learners will soon associate them with the activity, and begin to recognize some of the words.

Do not expect them to be able to read these words yet. However, it is helpful to have some words around on posters or boards so that they get used to seeing them and become familiar with spellings.

The student competencies

This unit presents many opportunities for critical and creative thinking: reading and interpreting faith and belief. Explanations, role playing and identifying core virtues and how they should be manifested.

Learners are asked to work in pairs, groups and with the help of their parent or guardian. So there are continuous opportunities for co-operation and teamwork.

In their discussions and presentations in groups or as a whole class, there are many opportunities for communication.

Cross cutting issues

In this topic, emphasise the faith and belief as well as Bible as the main text in the study of CRE.

Faith and Belief

Information for the teacher

Faith and belief are words that are closely related with each other. Christians use the bible to get stories that will enable them have faith in God and in Jesus Christ. Ask learners what do they understand by the word faith? What do they understand by the word belief? Show how faith and belief are closely related. What do you have faith in as a person?

Let learners contribute to discussion using their own ideas. As they share their understanding of what is faith and belief.

Let the discussion provide a balanced view to the learners to participate with ideas why do people go to church.

Activity 1.1

In this activity, learners will explore the church as the main pillar of the Christian faith and belief. The church is the primary founder of a Christian faith and belief. Ask learners probation questions on the picture in the textbook page 1. Learners should explain the activities done in the church and their relevance to a Christian.

In pairs, ask learners to identify cases Christians demonstrate faith in God. They should discuss how they know that they have faith and belief in God

Assessment opportunities

Conversation

Listen to the explanations about faith and belief from the learner's perspective. Check for communication skill during discussions and participation in class.

Product

Critical thinking, learners should explain faith and belief appropriately and link to the church.

The aspect of creative thinking will be achieved as learners will be explaining how Christians demonstrate faith in God. They will also explain the relevance of the church to a Christian based on faith and belief.

Learners should demonstrate positive attitude towards the church as a house of God, encourage them to appreciate and value the Church.

The significance of faith in the modern world

Information for the teacher

Ask learners the important of faith to Christians living today. What would happen if the world did not have faith? Ask learners what challenges Christians face due to their faith. Group learners in groups of five and let them discuss. Go from group to group and see what they are discussing.

Activity 1.2

This activity will enable the learner to develop skills, values and attitudes in the modern society relating to faith and belief. Learners will be expected to find out information from the internet, other textbooks and even from any resourceful person in the school. It will encourage independent learning and peace education.

Organize learners to debate on the following theme to enhance communication, creative and critical thinking skills.

“Modern technology has caused harm than benefit to faith and beliee.”

Assessment opportunities

Observation

Observe learners discussing in groups about the significance of faith in the modern world. Let them also discuss the challenges that the modern world brings.

Conversation

Talk to learners while they are discussing in groups.

Are they able to understand the significance of faith in the modern world?

What about the challenges that the modern world brings.

Product

Listen to their presentation in explaining the significance of faith in the modern world and also the challenges that the modern world brings.

Do they differ in their understanding?

Divisions of the Bible

Information for the teacher

The Bible is divided into two major sections; Old Testament and New Testament. Old Testament section comprises of books written before the coming of Jesus Christ. The Bible has a total of 66 books. The Old Testament has 39 books while the New Testament has 27 books. The New Testament comprises of books written after the coming of Jesus Christ.

Activity 1.3

This activity aims to involve the learner in identifying books of the Bible. Learners will be able to recognize categories of Biblical books and be able to explain each category. Ask them to present the Biblical books in categories under each division in diagram form.

Activity 1.4

This activity will enable the learner develop a skill to recall and recognize the divisions of the Bible. They should be aware of the current society and emerging issues in technology and the church. Therefore, expect them to discuss the relationship between the church and the modern development in technology.

Assessment opportunities

Observation

Observe learners working in pairs and groups. Can they identify the categories in each division of the Bible?

Conversation

Listen to learners' presentation skills as they discuss. Enhance good communication skills and teamwork.

Product

Look at their diagram presenting Biblical books. Look at the word search for the five major prophetic books in the Bible.

Reasons why the Bible is referred to as the Word of God

Information for the teacher

Ask the learners the reasons why the Bible is referred to as the word of God. They should also write down versions of Bible used in South Sudan and Bible translation.

Activity 1.5

This activity will help learners research on reasons why the Bible is referred to as the word of God. Ask learners probation questions about the Bible as a word of God. The following questions will guide you during this activity:

1. Who inspired the Bible?
2. How was God involve in writing the Bible?
3. Why do you think the Bible is the word of God?

Assessment opportunities

Observation

Observe the learners as they discuss the reasons why the Bible is referred as a word of

God. Can they identify reasons?

Conversation

Talk to learners while discussing in pairs, groups and as a class the relationship of the Bible with God.

Versions of the Bible

Information for the teacher

Biblical version is a style used to convey the message of the Bible. Some versions are simple to understand due to the language used while others are difficult to understand. The choice of the versions depends on the target user based on the level of understanding.

Activity 1.6

This activity aims to help learners know various versions of the Bible used in South Sudan. Learner will explore the versions they are familiar with and the language used. You can approach learners by asking them to display their Bible in class, let them identify versions used in their churches, homes, and at schools (primary classes and secondary classes). Ask learners to explain the differences in the versions they have identified.

Translation of the Bible

Information for the teacher

Translation of the Bible is a process of writing a Bible in another language without changing the original meaning. The Bible was originally written in two languages: Hebrews and Greek.

Septuagint is the Greek translation of the Old Testament books.

Vulgate is the Latin translation of the Bible books.

The Bible was translated into European nations in 16th C during the period of reformation.

Missionaries translated the Bible into English and Swahili to ease their evangelism in 18th -19th centuries.

Group work

In groups, let learners explore the Bible translation process. Ask them probation questions about the process and the significance for the translation. Learners should explain the outcome of the process of Bible translation to vernacular languages.

Assessment opportunities

Observation

Ask learners identify versions of the Bible they know. Observe them as they identify versions as in the picture on page 11 in the textbook. Can they identify different versions of the Bible used in South Sudan?

Conversation

Listen to learners discussing in groups and as a class. Encourage working in pairs, groups, and class for teamwork and co-operation learning. Talk to learners as they discuss, listen to their communication skills. Enhance good argument and presentation skills in class.

Product

In formative assessment, learners should exhibit good communication skills, critical and creative thinking in explaining versions of the Bible, reasons why the Bible was translated into different languages, and the benefits of Bible translation.

UNIT 2

The Story of Creation and the Fall of Man and Woman

Religious education S1		Unit 2: The Story of Creation and the Fall of Man and Woman	
Learn about		Key inquiry questions	
<p>Learners should explore creation stories in the Bible and in African traditional beliefs. They should discuss their findings.</p> <p>They should work in groups to identify the similarities and differences between Genesis 1 and 2. They should research the similarities and differences of creation stories from African traditional beliefs. They should consider the effects of the various creation stories on society and present their findings to the class.</p> <p>Learners should be aware of the responsibilities given to Adam and Eve. They should relate these to their parent's responsibilities and duties at home.</p> <p>They should trace the origin of sin in the Bible (Genesis 3) and work together in groups to research stories about sin in African traditional society.</p>		<ul style="list-style-type: none"> • What are the differences and similarities between Genesis 1 and 2 and how do these compare with African traditional stories? • What were the responsibilities given to Adam and Eve and how relevant are they in today's society? • What is the origin and consequences of sin in Genesis 3 and how does this compare with African traditional beliefs? 	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none"> • Understand the creation stories in Genesis 1 and 2 and identify the differences and the similarities. • Explain the lessons learnt from creation stories. • Classify the responsibility of Adam and Eve. • Describe the fall of humankind (Genesis 3) • Explain the result of sin in Genesis 3. 	<ul style="list-style-type: none"> • Interpret the first chapters of Genesis 1, 2 and 3. • Compare and contrast the creation stories in the Bible with those of traditional African beliefs. • Trace the origin of sin in the Bible and in African tradition. 	<ul style="list-style-type: none"> • Appreciate and respect the Bible stories of creation as told in Genesis 1 and 2. • Show respect for the beliefs of others including traditional African belief. 	
Contribution to competences:			
<p>Think critically about the differences and similarities between Genesis 1 and 2 and compare with traditional African beliefs .</p> <p>Communication: Discussion about Genesis 1, 2 and 3.</p> <p>Heritage and culture: through research on South Sudanese legends that describe the fall of humankind.</p>			
Links to other subjects			

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

The main content covered in this unit include: Biblical accounts of creation, similarities and differences between the first creation account and the second, the African view of creation, similarities and differences between Biblical accounts of creation with the African traditional stories, lessons learnt from the creation stories and origin and consequences of sin.

Using the Learner's Textbook

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

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

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

The student competencies

Critical and creative thinking

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

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

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

Cross cutting issues

The unit contributes to peace and values education through exploring other traditional stories of creation and working together as a team. Environmental education by learning on the origin and the existence of the things found on the environment..

Biblical accounts of creation

Information for the teacher

The Biblical account of creation refers to the chronological events during creation as recorded in Genesis 1 and 2. Genesis means beginning, in which the universe was created out of nothing (ex – nihilo). Creation refers to God's act of bringing the universe into existence which involves living and non – living things.

The Genesis creation narrative is the creation myth of both Judaism and Christianity. Two creation stories are found in the first two chapters of the Book of Genesis. In the first Elohim, the Hebrew generic word for God, creates the heavens and the earth in six days, then rests on, blesses and sanctifies the seventh. In the second story, God, now referred to by the personal name Yahweh, creates Adam, the first man, from dust and places him in the Garden of Eden, where he is given dominion over the animals. Eve, the first woman, is created from Adam and as his companion.

Brainstorm learners on what they know about creation. Ask them to explain how and why the environment came into the existence. Based on what they learned in primary level, they should explain the Biblical account of creation. Emphasize that every creature exists with a purpose and that human beings has responsibility over the environment. In pairs, ask learners to link the picture in the textbook with creation of the environment.

Activity 2.1 and 2.2

This activity explains the first and second accounts of creation as recorded in Genesis 1 and 2. Learners will be able to discuss the work of God during creation. Guide learners to read the Bible verses as given in the textbook. They should derive similarities and differences in the two accounts of creation.

Group work

Organise learners to work in groups, let them discuss questions on page 20 and then present answers in class. Expect each group to compile its work after class discussion.

Assessment opportunities

Observation

Ask learners to identify things created by God. Observe them as they mention things found in the universe. Can they identify different features within their environment?

Conversation

Listen to learners discussing in groups and as a class. Encourage working in pairs, groups, and class for teamwork and co-operation learning. Talk to learners as they discuss, listen to their communication skills.

Product

In formative assessment, learners should exhibit good communication skills, critical and creative thinking in explaining the two Biblical creation accounts.

Check the similarities and differences between the two creation accounts.

Further activity

This activity aims to enable learners understand that Africans have their understanding on creation. There are various stories and myth that explains the origin of human beings in different communities. However, every community has a different belief and perception as explained in the myths. These stories were passed from ancestors to generations.

Assessment opportunities

Observation

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

Conversation

Talk to them, can they understand the Biblical accounts of creation?

Product

Can the learners relate the story of creation to how Christians show respect to God's creation today?

Traditional African view of creation

Information for the teacher

Let the learners discuss in pairs the stories of creation from their community

Ask the learners to share what comes to their minds when they hear the words Traditional African view.

Set the learners in small groups to discuss the African view of creation.

Let every group report to the entire class their findings.

Let the learners in groups research on the similarities and differences of the Biblical and Traditional African view of creation.

Selected creation myths in South Sudan

I. Dinka creation myth

Dinka believe in the supreme, creator god, Nhialic, is the god of the sky and rain, and the ruler of all the spirits. He is believed to be present in all of creation, and to control the destiny of every human, plant and animal on Earth. Nhialic is also known as Jaak, Juong or Dyokin by other Nilotic groups such as the Nuer and Shilluk. Nhialac which created ex-nihilo and rarely involves itself with the affairs of human beings.

There are several versions of the Dinka creation myth which mainly concerns itself with

the creations of humans. The first humans are Garang and Abuk. In some cases Nhialac created humans by blowing them out of its nose, other accounts say humans originated from the sky and were placed in the river where they came as fully formed adults. Other accounts say that humans were molded as clay figures and placed to mature in pots. Garang and Abuk were made out of the clay of Sudan.

Nhialac told them to multiply and that their children would die but would come back to life within 15 days. Garang protested that if nobody dies permanently then there won't be enough food. Nhialac then introduced permanent death. Nhialac commanded them to only plant one seed of grain a day or gave them one grain to eat a day. Being hungry everyday Abuk made a paste with the grain to make it last more. However when Abuk disobeyed and planted more Nhialac cut the rope that connected Heaven and Earth.

Dinka community has deities; Dengdit or Deng, is the sky god of rain and fertility, empowered by Nhialic. Deng's mother is Abuk, the patron goddess of gardening and all women, represented by a snake. Garang, another deity, is believed or assumed by some Dinka to be a god suppressed by Deng whose spirits can cause most Dinka women, and some men, to scream. The term "Jok" refers to a group of ancestral spirits.

The Dinka address their prayers first to the Supreme Being Nhialic then invoke other deities.

The Dinka offer prayers for receiving mild weather. They also pray for good harvest, protection of people and cattle recovery from illness and good hunting.

Sacrifices of a bull or ox are offered to Nhialic. The Dinka perform sacrifices along with prayers. They invoke all clan-divinities, free-divinities and ancestral spirits and at times Nhialic. Those who are saying the prayers hold a fishing spear in their hands. Short phrases expressing the need are chanted while the spear is trusted at the animal to be sacrificed. The participants repeat the words of the leader. At times of crisis or an important occasion the Dinka will continue to pray and sacrifice for long periods of time.

Stages of sacrificial prayer

1. The Leader describes the issue the people are facing.
2. The Leader and all present Acknowledge past sins.
3. Praise is offered singing hymns of honor or ox-songs.
4. Expulsion of the misfortune to the sacrificial animal.

2. Shilluk creation myths

The people of Shilluk belief that; In the land of the whites he found a pure white earth or sand, and out of it he shaped white people. Then he came to the land of Egypt and out of the mud of the Nile he made red or brown people. Lastly, he came to the land of the Shilluks, and finding there black earth he created black people out of it. The creator of Juok molded all people of the earth.

While he was engaged in the work of creation, he wandered about the world. The way he modeled human beings was this. He took a lump of earth and said to himself "I will

make humans, but they must be able to walk and run and go into fields so I'll give them two legs, like the flamingo." Then he thought again, "They must be able to cultivate millets, so i will give each of them two arms, one to hold the hoe and the other to tear up weeds." So he gave human two arms. Then he thought again, "They must be able to see the millet, so i will give them two eyes." Next he thought to himself, "They must be about to eat their millet, so i will give each a mouth." Then he thought to himself, "They must be able to dance and speak and sing and shout, and for these purposes they must have tongues." So he gave accordingly. Lastly, the deity said to himself, "They must be able to hear the noise of the dance and the speech of the great ones, so for that they need two ears." So two ears he gave, and sent them out into the world as perfect humans.

Group work

Ask the learners to make short notes on the following topics:

The African view of creation.

The similarities of the Biblical and Traditional African view of creation.

The differences of the Biblical and Traditional African view of creation.

Let them relate the creation story to what Christians should do today.

Ask the learners to make presentations in class.

Assessment opportunities

Observation

Observe the learners as they discuss, can they define African Traditional view?

Conversation

Talk to them, can they understand the African Traditional view of creation?

Product

Can the learners relate the African view of creation to the Biblical view of creation?

Comparison of the Biblical Creation Stories with African Traditional Stories of Creation

Information for the teacher

In most cases Africans believe that their first ancestors were created by God. God is perceived as Sole Creator, Omnipotent and Omnipresent. Therefore, there is a close relationship between Biblical creation story and the African myths on creation.

Activity 2.3 and 2.4

In the activity, based on what learners have tackled on both Biblical and African stories of creation; let learners compare and contrast the two creation stories. The following points will guide learners during discussion;

- Origin of the universe
- The creation of human beings
- The role of God
- The presence of Angels/spirits/divinities.

Assessment opportunities

Observation

Observe them as they identify other creation myths in South Sudan. Can they identify different myths about creation?

Conversation

Listen to learners discussing in groups and as a class. Encourage working in pairs, groups, and class for teamwork and co-operation learning. Talk to learners as they discuss, listen to their communication skills.

Lessons learnt from the creation stories

Information for the teacher

Let the learners discuss in pairs the lessons they have learnt from the creation stories. Ask the learners to share what comes to their minds when they hear the words responsibility.

Class work

Ask the learners to make short notes on the following topics:

Lessons learnt from the stories of creation

Let them relate the creation story to what Christians should do today.

Ask the learners to make presentations briefly.

Assessment opportunities

Observation

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

Conversation

Talk to them, can they understand the lessons learnt from the creation stories?

Product

Can the learners relate the lessons learnt from the stories of creation to their life today?

Responsibilities given to Adam and Eve

Information for the teacher

Responsibilities are duties or obligations that one is required to perform in a given situation, in order to achieve some objectives. God was pleased with what He had made and gave human beings mandate to rule over the earth.

Activity 2.5 and 2.6

These activities will enable the learner relate their responsibilities at home and school to what Adam and Eve were instructed to. Learners are expected to explore various mandates given to human beings by God. They will discuss ways in which human beings continue with the creation. Expect them to discuss the relevance of the instructions of God as in Genesis 1 and 2. Organise the class in groups to discuss questions on page 25 in the textbook.

Assessment opportunities

Observation

Observe them as they identify their responsibilities. Can they link them to what human beings were instructed after creation?

Conversation

Listen to learners discussing in groups and as a class. Encourage working in pairs, groups, and class for teamwork and co-operation learning. Talk to learners as they discuss, listen to their communication skills.

Product

Check for the following outcomes

Responsibilities given to human beings in the Genesis Stories of creation:

1. To procreate through having a family.
2. To conserve the environment.
3. To obey God.
4. To rule over the creation.
5. To cultivate the land.
6. To eat from the garden/ fruits in the garden.
7. To guard the garden.
8. To take care of God's creation.

The Fall of Man

Origin of sin

Information for the teacher

The fall of humankind refers to their broken relationship with God. This relationship was broken due to sin.

Activity 2.7 and 2.8

These activities aim to enable the learner to explore the broken relationship between human beings and God. Learners will discuss the origin of sin and how sin entered the world. Ask learners to read the given Bible text and explain how sin entered the world through the first parents.

Brainstorm learners to explain what happened before and after Adam and Eve committed sin in the Garden of Eden.

Assessment opportunities

Observation

Observe them as they identify their responsibilities. Can they link them to what human beings were instructed after creation?

Conversation

Listen to learners discussing in groups and as a class. Encourage working in pairs, groups, and class for teamwork and co-operation learning. Talk to learners as they discuss, listen to their communication skills.

Product

Check for the following expected outcomes

Reasons that Adam and Eve might have broken God's relationship;

1. Selfishness.
2. Lack of knowledge of God.
3. Lack of trust and love towards God.
4. Human weakness.
5. Rebellion against God.
6. Greed for power.
7. Disobedience to God's commands.
8. Temptation by Satan.
9. Lack of satisfaction.

Consequences of sin

Let the learners discuss in pairs the meaning of sin in christian perspective.

Ask the learners to share what comes to their minds when they hear the word sin.

Set the learners in small groups to discuss the origin of sin as explained in the Bible.

Let the learners discuss the consequences of breaking school rules and then relate it to what happened when Adam and Eve disobeyed God.

Let the learners in groups research on the similarities and differences of the Biblical and traditional African view of sin.

Class work

Ask the learners to make short notes on the following topics:

The origin of sin

The consequences of sin

Let them relate the origin and consequences of sin to Christian's life.

Ask the learners to make presentations in class.

Assessment opportunities

Observation

Observe the learners as they discuss, can they define consequences of sin in the Bible unto the world?

Conversation

Talk to them, can they understand the consequences of sin? Enhance communication skills and teamwork during discussion.

Product

Can the learners relate the Biblical view of sin to Christian? Share answers in class.

Consequences of the original sin were:

- Alienation of human beings from God, man became fearful before the eyes of God.
- Sin entered the world as a cursed inherited through generations.
- Enmity entered the world; human beings developed hatred and become murderer.
- The ground was cursed reducing production.
- Man was cursed to eat on his sweat and be a provider to the family.
- Women were given punishment of pain during childbearing and delivery.
- The snake was cursed to crawl on its belly and became enemy with the human beings.

Religious education S1		Unit 3: Faith and God's promises
Learn about		Key inquiry questions
<p>Learners should read from the Bible the call of Abraham and God's promises to him (Genesis 11:24, 12: 1-9). They should work in groups to research how people have been called from other faiths and beliefs to the Christian religion. They should identify the importance of God's Call to Christians today (Hebrew 11: 1-6). Research the call of Moses (Exodus 3: 1-22) and establish its importance to Judaism and to Christianity. Explore The Ten Plagues (Exodus 7:14; 11:1-10), and the Passover and its significance to Judaism (Exodus 12:1-3). Describe the key events in Exodus: the crossing of the sea (Exodus 14:5-31), provision of water, manna, quails, (Exodus 16: 1-35) and defeat of Amalekites (Exodus 17:8-16).</p> <p>They should work in groups to dramatise the Exodus: the flight of the Israelites from Egypt.</p> <p>They should find out about the key events in the Sinai Covenant, and The Ten Commandments and discuss their significance today.</p>		<ul style="list-style-type: none"> • What does faith and God's promise mean? • How was Abraham called,? • What is the importance of their call to Christian belief today? • What were God's promises to Abraham and how relevant are they to Christian belief? • How was Moses called • What is the significance of the call of Moses to christian belief today? • What are the key events in Exodus (crossing of the Red Sea, provision of water, manna, quails, and defeat of Amelekites)? • What is the importance of The Ten Commandments for Christian belief today?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Explain the Call and the promises made to Abraham, and their importance to Judaism and Christianity. • Describe the call of Moses and its significance to Judaism and Christianity today. • Discuss the Ten Plague (Exodus 7:14; 11:1-10), and the Passover (Exodus 12:1-3) and their significance for Judaism. • Describe the key events during exodus • Explain the Sinai Covenant, the relationship between God and the Israelites,. 	<ul style="list-style-type: none"> • Interpret the Bible passages of Genesis and Exodus on God's relationship with Israel. 	<ul style="list-style-type: none"> • Appreciate the significance of some Bible stories to both Judaism and Christianity. • Respect the responsibilities given to Christians as God's servants.

Contribution to competences:

Think critically through discussion of the miracles performed by Moses in the name of God.

Communication: Discussion about Genesis 1, 2 and 3.

Links to other subjects

IRE: Imum in Islam, Nabii Ibrahim and Mussa

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit is about faith and God's promises, the call of Abraham and the salvation of the Israelites from Egyptian bondage. The unit outlines the role of Abraham and Moses in the salvation history of the human race.

Using the Learner's Textbook

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

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

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

The student competencies

Critical and creative thinking

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

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

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

Cross-cutting issues

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

The call of Abraham

Information for the teacher

This is the account of Terah. Terah became the father of Abram, Nahor and Haran. And Haran became the father of Lot. While his father Terah was still alive, Haran died in Ur of the Chaldeans, in the land of his birth. Abram and Nahor both married. The name of Abram's wife was Sarai, and the name of Nahor's wife was Milcah; she was the daughter of Haran, the father of both Milcah and Iscah. Now Sarai was barren; she had no children." (11:27-30)

"The Lord had said to Abram, Leave your country, your people and your father's household and go to the land I will show you. I will make you into a great nation and I will bless you. I will make your name great, and you will be a blessing. I will bless those who bless you, and whoever curses you I will curse; and all peoples on earth. will be blessed through you."

God commands Abraham to "leave" (NIV), "get thee out" (KJV), or "go" (NRSV), Hebrew verb *halak*, "go, walk." Abraham is not to let his ties to homeland, his tribe, or his family to keep him any longer. He is to go now! This command has hints of Jesus' insistence: "And everyone who has left houses or brothers or sisters or father or mother or children or fields for my sake will receive a hundred times as much and will inherit eternal life" (Matthew 19:29).

Activity 3.1 and 3.2

These activities aim to incorporate learners in independent learning. Questions will arouse curiosity among learners which will enhance them search for knowledge about Abraham. Learners will be expected to describe the call of Abraham and explain its significance to Judaism and Christianity.

The following questions will induce learning:

Have you ever begun something in response to God's urging and then stopped?

Did God want you to stop?

Is it time now to renew your obedience and begin again?

(Sometimes circumstances prevent us from doing what we once felt God wanted us to do. However, God is able to redirect us into his will for you now.

Seek him diligently to learn his will.)

Assessment opportunity

Conversation

Listen to learners explaining the call of Abraham. Talk to them while discussing in groups and as a class.

Can they outline key points during the call of Abraham? Listen to their communication skills and cooperation in groups.

Enhance teamwork and good communication skills.

Promise God made to Abraham

Information for the teacher

Learners covered a topic on faith in unit one, therefore, they will begin by reviewing what faith is and link it to the Christian life. Brainstorm learners on faith and God's promises to Abraham.

Activity 3.3 and 3.4

Guide learners to explore the promises God gave to Abraham. They should explain why God called Abraham and the events which led to God's promises. Ask learners to discuss how God fulfilled the promises made to Abraham.

Assessment opportunities

Observation

Observe them as they identify the promises God made to Abraham. Can they mention these promises?

Conversation

Listen to learners discussing in groups and as a class. Encourage working in pairs, groups, and class for teamwork and co-operation learning. Talk to learners as they discuss, listen to their communication skills.

The importance of God's Call of Abraham to Judaism and Christianity

Information for the teacher

Guide learners to read Hebrew 11: 1-6. From the readings, ask them to explain the importance of God's call to Judaism and Christianity. They should explore promises God made to Abraham.

Class work

Learners to work in pairs, groups and as a class. Let them discuss the importance of God's promises to Abraham to Judaism and Christianity.

The call of Moses

Information for the teacher

Let the learners discuss in groups the call of Moses.

Ask the learners to share what comes to their minds when they hear of the name Moses.

Set the learners in small groups to discuss the significance of the call of Moses to Judaism and Christianity.

Let every group report to the entire class their findings.

Activity 3.5 and 3.6

Ask the learners to make short notes on the following topics:

The call of Moses

The significance of the call of Moses to Judaism and Christianity.

Let the learners sing songs on the call of Moses.

Let them relate the call of Moses to that of Christians today.

Ask the learners to make short presentations briefly.

Assessment opportunities

Observation

Observe the learners as they discuss, can they explain the call of Moses?

Conversation

Talk to them, can they understand the call of Moses and the significance of his call?

Product

Can the learners relate the call of Moses to how Christians are called today?

The Ten plagues

Let the learners discuss in pairs the meaning of a plague.

Ask the learners to share what comes to their minds when they hear of the name Ten plagues.

Set the learners in small groups to discuss the Ten plagues.

Let every group present to the entire class their findings.

Activity 3.7

Ask the learners to make short notes on the following topics:

The Ten Plagues

The significance of the Ten Plagues

Let the learners sing songs on the Ten Plagues.

Let them relate the Ten Plagues to the consequence of disobedience of Christians today.

Ask the learners to make presentations briefly.

Assessment opportunities

Observation

Observe the learners as they discuss, can they define a plague?

Conversation

Talk to them, can they understand the Ten Plagues and their significance?

Product

Can the learners relate the Ten Plagues to what Christians face today as a result of disobedience?

The Passover

Information for the teacher

Let the learners discuss in pairs the meaning of Passover.

Ask the learners to share what comes to their minds when they hear of the word Passover.

Set the learners in small groups to discuss the Passover and the significance of the Passover to Judaism.

Let every group report to the entire class their findings.

Let the learners discuss in pairs the meaning of Exodus.

Ask the learners to share what comes to their minds when they hear of the word Exodus.

Set the learners in small groups to discuss the key events during the Exodus and the significance of the Exodus to Judaism.

Activity 3.8

Ask the learners to make short notes on the following topics:

The Passover

The significance of the Passover

The Exodus

The key events of the Exodus

Let the learners sing songs on the Passover and the Exodus.

Let them relate the key events of Exodus to what Christians go through today.

Ask the learners to make presentations briefly.

Assessment opportunities

Observation

Observe the learners as they discuss, can they define Passover and Exodus?

Conversation

Talk to them, can they understand the Passover and the Exodus and their significance?

Product

Can the learners relate the Key events of the Exodus to what Christians face today?

The Sinai Covenant

The Ten Commandments

Information for the teacher

Let the learners discuss in pairs the meaning of a covenant.

Ask the learners to share what comes to their minds when they hear of the word Covenant.

Set the learners in small groups to discuss the Sinai Covenant (making, breaking and renewal) and its significance to Christians today.

Let every group report to the entire class their findings.

Let the learners discuss in pairs the meaning of a commandment.

Ask the learners to share what comes to their minds when they hear of the word Commandment.

Set the learners in small groups to discuss the Ten Commandments.

Let learners discuss significance of the Ten Commandments.

Religious education SI		Unit 4:African traditional heritage	
Learn about		Key inquiry questions	
<p>Learners should explore African traditional heritage and understand why it is important to modern day society. They should in groups research traditional courtship and its significance today. They should discuss with the teacher the traditions associated with African marriage and childbirth and its' importance. They should investigate the negative and positive effects of bride wealth and its impact on society. They should discuss the concept of divorce in African traditional society, the reasons for it and the impact on individuals and society. They should research the hierarchy of beings, and the roles of spirits and ancestors in African traditional society. They might do all this by using reference books and by talking to experts and where possible using the internet.</p>		<ul style="list-style-type: none"> • How does the bride price impact on society and on peoples' attitudes to women? • What does African traditional heritage and courtship involve? • What is marriage in African traditional society? • Why are children important in African tradition? • How is the hierarchy of beings and the roles of spirits and ancestors organised in African traditional society? 	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none"> • Explain African traditional heritage and why the study of it is important? • Explain bride wealth and its impact on perceptions of women and on society. 	<ul style="list-style-type: none"> • Discuss and interpret the different sources on African traditional society. • Discuss the values and attitudes associated with traditional courtship, marriage and childbirth and its importance in society. • Discuss the concept of divorce, including the reasons for, and the impact of divorce on African traditional society. • Examine the African hierarchy of spirit beings, and ancestors. 	<ul style="list-style-type: none"> • Appreciate and respect African traditional society's practices and beliefs about marriage and childbirth. 	
Contribution to competences:			
Critical thinking: Through exploration of courtship, marriage and effects of divorce in African traditional society.			

Communication: Through working in groups and in discussion with the teacher.

Cooperation through group research on issues such as courtship, bride wealth etc

Heritage and culture: Through researching traditional beliefs

Links to other subjects:

History and Social Studies investigating courtship, bride wealth and marriage in some kingdoms (Otuho, Azande, Anywak, and Shilluk (Culo)).

Assessment opportunities

- Observation
- Conversation
- Product

An Outline for the learning

The main content covered in this unit includes: the meaning of African traditional heritage, its importance to the modern day society, traditional courtship and its significance today, traditions associated with African marriage and childbirth and its importance, negative and positive effects of bride wealth and its impact on society, concept of divorce in African traditional society, hierarchy of beings, and the roles of spirits and ancestors in African traditional society.

Using the Student textbook

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

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

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

The student Competencies

Critical and creative thinking in explaining myths related to the creation of man and woman. Learners have also been asked to work in groups and sometimes in pairs. This is geared at promoting opportunities for co-operation and also teamwork.

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

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

Cross-cutting issues

The unit contributes to peace and values education.

Importance of traditional African heritage today

Let the learners discuss in pairs the meaning of African traditional heritage and its importance.

Ask the learners to share what comes to their minds when they hear the words African traditional heritage.

Set the learners in small groups to discuss African traditional heritage and understand why it is important to modern day society.

Let every group report to the entire class their findings.

Let the learners in groups research on traditional courtship and its significance today.

Courtship

Information for the teacher

Courtship is the period during which a couple develops close, sometimes romantic relationship in preparation for marriage. It involves frequent meetings or visits between the individuals as well as their families.

Brainstorm learners to explain the meaning of courtship. They should give explain what happens during courting.

Courtship provides opportunity for couples' families to know each other. Couples are guided in preparation for marriage life, and bride wealth negotiation. This ensures proper planning and commitment towards marital stability which is relevant even today.

Activity 4.1

This activity aims to enable learners describe what happens in African traditional courtship in the local community. Probe learners to explain different ways in which people court today compared to the past Brainstorm learners to explain the meaning of courtship. They should explain what happens during courting.

Ask learners to find out in groups and list down some practices that take place in African traditional courtship. This should bring out what courtship involves.

Probe learners to find out on the status of courtship in the modern society. They should explain in class. They should explain the significance of courtship in the modern society.

Assessment opportunities

Observation

Observe learners as they discuss traditional courtship and list down what they have learnt.

Conversation

Tell learners to think over traditional courtship practices and the values and attitudes associated with them. Do they think the practices are significant today? Can they give reasons? Enhance communication skills.

Product

Learners to explain the traditional courtship and point out its significance in the society today.

Bride wealth

Information for the teacher

Bride wealth refers to the gifts that are given to the parents of the bride by the man who intends to marry the bride. Bride wealth is usually given in the form of livestock such as cattle and goats, and even foodstuff. Today money and other material things are also given. It is also referred to as bride price. In the Hindus community, it is the women who give wealth to their husband's families when they get married.

Clarify that bride wealth consists of items or gifts given to the bride by the groom. Bride wealth cements the relationship and acts as a form of appreciation to the girl's parents.

Activity 4.2 and 4.3

Ask learners to discuss the meaning of bride wealth giving example of the forms of dowry practiced in South Sudan. Ask learners to explain the significance of bride wealth in the society

Organize learners to debate on: Bride wealth is an outdated practice in South Sudan. The debate will enable learners grasp the significance of bride wealth in the society.

Assessment opportunities

Observation

Observe learners as they discuss traditional forms of bride wealth. Can they explain how it was planned?

Conversation

Tell learners to think over traditional dowry negotiations. Talk to them while discussing to clarify facts.

Product

Learners to explain how negotiation of bride wealth payment was held, forms of bride wealth, and significance in the society.

Marriage and Childbirth

Information for the teacher

Marriage is a union between a man and a woman as husband and wife. It is intended to be a long lasting or permanent relationship. There are different types of marriage. These include polygamy and monogamy.

Activity 4.4

This activity aims to enable learners explore types of marriages in South Sudan. They will discuss importance of children in the family.

Organize the class to discuss on: Monogamous versus polygamous families.

Assessment opportunities

Observation

Observe learners as they discuss traditional forms of and how marriage was conducted. Can they explain how it was planned?

Conversation

Listen to learners discussing types of marriages in South Sudan. Talk to them while discussing to clarify facts. Can they present their arguments and facts appropriately? Listen to their communication skills.

Product

Learners to explain types of marriages.

Expected response:

Monogamous versus Polygamous

The concept of divorce in African Traditional society and the reasons that lead to divorce

Let the learners discuss the concept of divorce in African Traditional society.

Ask the learners to say what they think about divorce.

Set the learners in small groups to discuss some causes of divorce in today's society. This should be limited because it can take a lot of lesson time.

Let every group report to the entire class their findings.

Ask the learners in groups to present findings on the causes of divorce in African traditional society. Can they identify any similarities and differences? This can help understand the traditional situation better.

Activity 4.5

Ask the learners to explain in writing the concept of divorce in African traditional society.:

Guide them to note down causes of divorce in the African Traditional society.

Let them relate Traditional African understanding of divorce to the society today.

Ask the learners to make short presentations. Divorce today is dissolution of marriage specified in a law court based on legally acceptable ground. Traditional termination of marriage vary from one community to another. Each community has its own customs.

Assessment opportunities

Observation

Observe the learners as they discuss, can they explain what divorce means to them.

Conversation

Talk to them, can they identify and explain the causes of divorce in African Traditional heritage?

Product

Can the learners relate divorce in traditional African heritage to divorce in today's society?

Hierarchy of beings and roles of spirits and ancestors in African Traditional society

Information for the teacher

Hierarchy refers to order of things from highest to lowest.

Ask the learners to explain the meaning of the hierarchy of beings in African traditional society.

Ask the learners to discuss the relationship among the hierarchy of beings. Probe to help them understand the hierarchical order

Set the learners in small groups to discuss the roles of the spirits and ancestors. Some groups should discuss spirits, others, others ancestors.

Let every group report their findings to the entire class.

Activity 4.6

Ask the learners to come up with their own drawings that show the hierarchy of beings based on what they have learnt:

Move around in class to ensure groups have grasped the structure or ranking of beings.

Ask the learners to make presentations briefly.

Assessment opportunities

Observation

Observe the learner's as they discuss, can they define hierarchy of beings? Can they demonstrate the hierarchy with some drawings?

Conversation

Talk to them, can they explain in their own words the roles of ancestors and spirits?

Product

Can the learners identify the beings in the hierarchy of beings in traditional African society. Are the learners able to point out the roles of ancestors and spirits, and show their inter-relationship?

Religious education SI		Unit 5: Interdependence between humans and the environment	
Learn about		Key inquiry questions	
<p>Learners should research the interdependence between human beings and the environment. They should do this by talking to experts, visiting the library and where possible using the internet. They should investigate human activities such as, afforestation and deforestation, settlement and farming, industrial work and water resources. They should look at the impact of human activity on the environment. They should work in groups to suggest ways of minimising the negative impact of human activity on the environment.</p>		<ul style="list-style-type: none"> • What does interdependence between humans and the environment mean? • In what ways does humankind impact on the environment? • How can the problems caused by human activity in South Sudan be minimised? • How does Christian teaching promote interdependence of humankind and the environment? • How can biblical texts on humankind's relationship with the environment be applied in the modern world? 	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none"> • Understand the interdependence between human activity and the environment. 	<ul style="list-style-type: none"> • Interpret verses from the Old and New Testament that describe interdependence between human beings and the environment. • Discuss the negative impact of human activity on the environment and solutions to the problem • Discuss biblical texts on the relationship between humankind and the environment and how this can be interpreted to meet the demands of the modern world. 	<ul style="list-style-type: none"> • Appreciate the impact of of humankind on the environment. • Respect, value and sustain the environment. 	
Contribution to competences:			
Think critically: Through sorting and grouping human activities that impact negatively on the environment.			

Communication: Through working in groups to research the effects of human activities on environment.

Co-operation: Through working in groups to suggest ways of resolving the negative impact of humankind on the environment.

Links to other subjects

Geography by finding out how afforestation and deforestation, soil erosion, industrialisation and pollution impacts on the environment etc.

English: Using a range of resources to research the impact of humankind on the environment.

Assessment opportunities

- Observation
- Conversation
- Product

An outline of the learning

The main content covered in this unit include: the meaning of interdependence between human and the environment, human activities such as afforestation and deforestation, settlement and farming, industrial work and water resources, the impact of human activities on the environment and ways of minimising the negative impact of human activity on the environment.

Using the Student textbook

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

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

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

The student Competencies

Learners develop Critical and creative thinking through imaginations of new ideas in their discussions.

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

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

The content under study as well gives the learners the chance to understand who they are as citizens of South Sudan and the culture of their nation

Cross cutting issues

Environmental studies

Interdependence between humans and the environment

Introduction

Ask the learners to read and understand interdependence between humans and the environment.

Class Activity

Ask the learners to brainstorm the meaning of interdependence between human and the environment.

Ask the following questions to guide learners:-

How does humankind depend on the environment?

How does environment depend on humankind?

Assessment opportunities

Observation

Observe learners identifying the relationship between human beings and the environment. Can they identify the relationship?

Conversation

Listen to learners discussing in groups and as a class. Talk to them sharing ideas. They should be able to explain the relationship between human beings and the environment. Listen to their creativity and critical thinking as they explain facts. Enhance teamwork and co-operation learning.

Product

Learners should be able to debate on positive versus negative impacts between the relationship of human beings and environment. Learners should be able to explain; afforestation versus deforestation and come up with possible solution to avoid impacts on environmental degradation.

Human activities

Information for the teacher

Ask the learners to discuss human activities such as afforestation and deforestation, settlement and farming, industrial work and water resources.

Ask them to discuss what afforestation and deforestation means

Ask them discuss what settlement and farming means.

Let them discuss what industrial work and water resources means.

Class activity

Ask learners to think of any human activities in their localities that are harmful to the environment.

Ask them to suggest how the activities can be tamed to care for the environment

Assessment Opportunities

Observation:

Observe the learners as they discuss in their groups. Can they point out human activities that harm the environment?

Conversation:

Talk to them and see if they can single out ways of handling the harmful human activities to the environment.

Impact of human activities

Ask learners to discuss and explain the impacts of human activities on the environmental. Ask learners how the environment gets destroyed by various human activities. For example deforestation.

Class work

Ask the learners to discuss and present ways that can be used to conserve the environment.

Ask them to design posters with messages that are promoting conservation of the environment and share the messages with the rest of school members.

Ask them to refer to the text book for more information to enrich their discussion.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Can they think of environmental protection?

Conversation:

Talk to them and see if they understand the need of environmental conservation?

Product

Are the learners positive about the environment?

Minimising the negative impacts of human activity on the environment

Information for the teacher

Ask the learners to discuss ways of minimising the negative impact of human activity on the environment.

Ask them to point out how people can be empowered to conserve their environment. Let them identify environmental laws that help conserve the environment.

Class work

Ask the learners to prepare for an environmental care activities.

Let them suggest their own ways through which they can care for the environment around the school.

They can do any of the following activities:

- Watering the flowers and all young trees around the school compound
- Plant more trees in the school compound
- Prepare posters for the local people with information encouraging them to care for the environment.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Can they think of measures that can minimise environmental harm?

Conversation:

Talk to them and see if they understand the need of a healthy environment.

Product

Are the learners positive about the environment?