



South Sudan

Secondary Citizenship 1

Teacher's Guide

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

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

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

The Teacher's Guide provide:

- Full coverage of the national syllabus.
- A strong grounding in the basics of Citizenship.
- Clear presentation and explanation of learning points.
- A wide variety of practice exercises, often showing how Citizenship can be applied to real-life situations.
- It provides opportunities for collaboration through group work activities.
- Stimulating illustrations.



All the courses in this Secondary series were developed by the Ministry of General Education and Instruction, Republic of South Sudan. The books have been designed to meet the Secondary school syllabus, and at the same time equipping the Students with skills to fit in the modern day global society.

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South Sudan

SECONDARY

1

Citizenship

Teacher's Guide 1

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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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Part 1

Introduction

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

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

This Teacher's Guide has been designed to do just that. It places the learner at the Centre of learning. The Teacher's Guide provides pathways for identifying and nurturing the talents and interests of learners early enough to prepare them for the world of work, career progression and sustainability.

Based on a competency based curriculum; the guide, as well as the learners' book provide methods of assessment, promoting of national values and national cohesion and their integration into the curriculum.

The teacher should nurture the learner's potential through the learning pathways that are provided in this book. This is for the recognition of the learner's potential, gifts and talents. At the end of the day, no child should be labelled a failure.

The Book Structure

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

Organisation of the teacher's guide

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

Units

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

It represent the skills; **basic literacy skills in Citizenship, understanding the government, knowing the human rights and demonstrate patriotism towards our country and culture.** It is through the skills that learners apply their learning and engage in higher order thinking. These skills relate to the upper levels of Bloom's taxonomy and they lead to deep rather than surface learning. The teachers' guide ensures that they are functional. The learners should experience the interdependence of the skills across the book and find relevance of what they learn in their day to day contexts.

Learning Outcomes

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

1. Understand human rights and the criminal justice system.
2. Know the Key characteristics of parliamentary and other forms of government.
3. Understand the local government and how decisions are made at local level.
4. Analyse the government priorities, finance and opportunities to contribute.
5. Explain the links between the community and the environment.
6. Understand the electoral system and the importance of voting.
7. Actively involve himself or herself in community projects.

Key inquiry questions

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

Core Competences to be developed

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

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

Attention to Special Education Needs

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

Teaching and learning resources

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

The teaching resources include:

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

Learning activities

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

Organisation of the lessons

The lesson has the following key parts:

- Specific learning outcomes
 - Key inquiry questions
 - Teaching and learning resources
 - Teaching methods
 - Learning activities
- 1. Specific Learning outcomes** – This section has the learning objective related to the particular lesson according to the syllabus.
 - 2. Teaching and learning resources** – This section lists the teaching aids needed for the lesson. It also indicates the alternative teaching aids and

materials for learners with special needs and for schools with limited resources.

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

Teaching Methods in Citizenship

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

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

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

(i) Demonstration

When the pupils are expected to use teaching aids, make models or draw pictures. It is necessary for the teacher to demonstrate first what he or she expects of them.

(ii) Questioning technique

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

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

(iii) Role play

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

(iv) Individual work

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

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

(v) Discussion

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

An effective discussion is characterised by the following:

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

Note:

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

a) Schemes of work

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

b) Lesson plan

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

Grouping Learners

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

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

Grouping learners has several **advantages** such as:

- (a) The individual learner's progress and needs can easily be observed.
- (b) The teacher–learner relationship is enhanced.
- (c) A teacher can easily attend to the needs and problems of a small group.
- (d) Materials that were inadequate for individual work can now easily be shared.
- (e) Learners can learn from one another.
- (f) Cooperation among learners can 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 features such factors as the task

to be done, the materials, characteristics of learners in your class, size and the space available.

Teaching Resources

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

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

Improvisation

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

Assessment and Evaluation Methods

Competency Based Assessment

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

The assessment opportunities usable in citizenship secondary 1 include:

1. Observation
2. Conversation
3. Product

Conclusion

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

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

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

- Go through the expected learning objectives – This will guide the manner of teaching.
- Read through the lesson in advance to get an overview of the content to be covered.
- Form a mental picture of the learning activities and the ways in which you will teach.
- Interact with pupils when dealing with the suggested activities.
- Collect the materials that will be needed during the lesson in advance.
- In some cases, try out the suggested activities/experiments in advance to avoid embarrassments like the equipment failing to work during the lesson.

Remember: The suggested teaching activities in this book are just a guide. You may not need to follow them to the letter! Feel free to incorporate other innovative teaching methods that will help in delivering the intended content optimally.

Unit 1

Human Rights and the Criminal Justice System

Learn about	Key inquiry questions
<p>Learners should consider what rights they believe they have as an individual in their own community and compare this to the rights they have as a global citizen as set out in the UN convention for Human Rights. Learners should work in groups to discuss how these rights and responsibilities effect and shape their responsibilities as citizens of South Sudan.</p> <p>Learners should identify individuals in their community and in South Sudan who are responsible for ensuring that rights are balanced, supported and protected. They should discuss what features of leadership allow these people to influence decision-making and sustainable development. Learners should work in groups to further explore a variety of organisations (NGO's and Government groups) that work to support and protect Human Rights at a local, national and international level. They should consider the aims and objectives these organisations present and explore and evaluate strategies that are employed to realise them.</p> <p>Learners should investigate the theory of peace conflict resolution and explore where this is evident in the work of the organisations and individuals they have previously explored. They should also find out about service deliverers and the importance of their role in conflict resolution. Learners should identify features and find examples of what they consider to be particularly effective elements and strategies for peace conflict resolution and present these to other class members.</p>	<ul style="list-style-type: none">• What Human Rights are the most challenged in your community? Why?• How are Human rights protected in South Sudan?• What aspects of Peace conflict resolution do you believe are the most influential in sustaining peaceful coexistence?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know about different kinds of rights and responsibilities. • Understand that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected. • Know about the theory of peace conflict resolution. • Understand the importance of service delivers in conflict resolution. 	<ul style="list-style-type: none"> • Investigate features of peace conflict resolution. • Compare rights and responsibilities as an individual at a local and national level. • Explore the work of NGO's locally and nationally. Compare strategies for engagement and evaluation. 	<ul style="list-style-type: none"> • Appreciate the role of law makers and the courts. • Value the rights we have as human beings.
<p>Contribution to the competencies:</p> <p><u>Critical and Creative thinking.</u> Evaluate different solutions to peace conflict resolution. Plan and carry out investigations to explore Human Rights and the organisations that promote these.</p> <p><u>Culture and identity:</u> Take pride in South Sudanese identity and contribute to the development of South Sudanese culture.</p>		
<p>Links to other subjects:</p> <p><u>Peace Education</u> Be aware of the theory of peace conflict resolution. Understand the importance of service deliveries in conflict resolution.</p>		

Assessment opportunities

- Observation
- Conversation
- Product

An outline of the learning

In this unit, the learners will learn about different kinds of rights and responsibilities of the individuals in South Sudan. They will examine the ways in which individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected. The learners will analyse the theory of peaceful conflict resolution. The learners will also explore the work of individuals and organisations in promoting peaceful conflict resolution.

Using the Student textbook

This unit is rich with information and illustrations about the content about Human rights. It also has very useful activities with good questions that engage the learner towards acquiring the intended learning outcomes. As a teacher you are encouraged to use other relevant and appropriate materials to supplement the text book.

The student competencies

Critical and creative thinking

Most of the activity questions ask learners to explain scenarios. This gives them a chance to **think creatively and critically**.

Communication and **cooperation** competencies are well achieved through the group discussions and class presentations. You are required to encourage participation by all students in such discussions and presentations to promote these competencies.

Cross cutting issues

In this unit, **Citizenship** is emphasised. Learners get to understand that they should be proud citizens of South Sudan.

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

Introduction- What is citizenship?

The key is to understand the meaning of citizenship, location of South Sudan and her neighbouring countries and exploring the human rights and freedoms of the South Sudanese citizens.



Class Activities 1.1, 1.2 and 1.3

Activity 1.1

Ask learners in their groups to define dual citizenship. Tell them to define it in their own words.

- Ask them to discuss and examine how dual citizenship affects nationalism in a given country including South Sudan. Let them finish the activity by summarising some of the disadvantages of dual citizenship.
- As the discussions proceed, be part of them by walking around, asking questions and moderating the discussions. Allow them to ask you questions should they have any.

Activity 1.2

- Ask the learners to study the map on page 3 of the learner's book.
- Ask them to draw the map and indicate the position of the capital city, Juba. Let them also identify South Sudan's neighbouring countries and their capital cities.

Moderate the session as the learners carry on with the activity.

Activity 1.3

This activity wants the learners to familiarise themselves with some legal terms that they are likely to use more often in this subject.

- Ask the learners to research, discuss and define these terms as outlined on page 4 of the learners book; Constitution, Human rights, Bill of rights and Justice.

Ask the group leaders to lead their groups in presenting the work they discussed to the class. Make sure that every group has a turn to present. As the group leader presents, let his or her group members support him where questions may arise from the class. Encourage the learners to ask questions where they do not understand.

As the lesson ends, ask learners to talk to their friends from other schools and even their siblings and parents about today's lesson when they go home. Remind them that they will share new information they explored at home.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Can they find advantages and disadvantages of dual citizenship? Are they able to identify the neighbours of South Sudan? Can they define the given terms correctly?

Conversation:

Talk to the learners as they discuss and present the assigned work. Are they able to understand the work? Are they able to answer your oral questions?

Product:

Look at their work; have they drawn the map correctly?

Did they identify the correct capital cities of the countries neighbouring South Sudan?

Suggested answers to the activities questions (Activity 1.1)

Here are some of the expected answers from the learners in the activities above:

Dual Citizenship is having two citizenships of two different countries.

Dual citizenship may damage the nationalism within a country where the citizens holding dual citizenship become more productive to the other country other than their own birth country.

Dual citizenship holders may also be more patriotic to the new country more than their mother country.

Disadvantages of dual Citizenship

The government can educate a citizen only for him or her to take the acquired skills to another country when he or she acquires citizenship of that country. This results to wastage of government resources.

(Activity 1.2) Suggested answers

The neighbours of South Sudan include Sudan, Ethiopia, Kenya, Uganda, Congo DRC, Central African Republic [CAR] and Chad.

Their capital cities are:

Sudan - Khartoum

Ethiopia – Addis Ababa

Uganda - Kampala

Congo DRC - Kinshasa

Central African Republic - Bangui

Chad – N'Djamena

Kenya – Nairobi

The various Rights and freedoms of the citizens of South Sudan

- Ask the learners to read and digest the definition of **human rights**. From their own understanding, ask them to tell you the rights that they believe they are entitled to as citizens of this country.
- Ask them to work in groups and identify the various rights and freedoms they are aware of. Allow them to use the country's constitution or newspapers if they have access to them. This will help them source more information. They can use their textbooks at the end of the discussion and see those rights and freedoms they missed out.

Class Activities

Activity 1.4

Role play

Organise the learners to role play a scenario that depicts a lady citizen of South Sudan seeking justice in court. This is after she believes her rights have

been denied. She claims she has been unfairly denied a government job by virtue of being a woman.

Help the learners to organise themselves in choosing the various roles to play. Remember that key thing here is to show the importance of the rights of women, in this case, right to equal participation in government just like men. It is not a drama competition so there is no need to pay much attention on the acting.

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

Assessment Opportunities

Observation:

Observe and listen to the learners as they discuss the group work. Are they talking about the human rights?

Observe them during the role play, are they able to show the abused right?

Conversation:

Talk to the learners as they discuss and present the assigned work. Are they able to explain each right and freedom?

Product

Look at their work; have they exhausted all available rights?

Responsibilities of organisations towards protection of human rights

The main outcome here should be to understand what roles individuals and various organisations can play towards protection of human rights.

- Ask the learners to work in pairs and tell each other what a responsibility is. Let them share some of the responsibilities they have at school and at their homes.
- Ask the learners to work in groups and read through the work of the Human rights Commission presented in their book page 9-10. Ask them to discuss how each of the function protects the human rights.
- Go round the groups and listen to their views about the protection of human rights as per the functions of this commission.

Class Activities 1.5 and 1.6

Activity 1.5

Pair work

Ask the learners to discuss in pairs the possible ways that human rights are violated. Let them mention these scenarios in relation to specific rights. Each right has its own form of violation. They should mention as many ways as possible.

In the same pairs, ask the learners to tell each other how they think it feels when one's rights are violated. Let them explain the measures one should take when his or her rights are violated. The learners should also be given time to explain what role they can play towards ensuring protection of their own rights and rights of others.

Activity 1.6

This is a reading activity.

You are expected to lead the learners through a reading session. The materials could be old newspapers if they are available or any other material that may contain information about violated human rights. Alternatively, where a video clip is available on the same, the learners may watch. The essence here is to make comparison of information watched or read with what we have learnt about human rights.

- Ask the learners to individually think out their own responsibilities as young citizens towards protection of human rights. Let them work in pairs and briefly share with the class their findings.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to understand the responsibilities of groups such as the human rights commission towards rights protection?

Conversation:

Talk to the learners and find out what they think they can do as individuals to ensure other people's rights as well as their own rights are protected. Are they able to explain this?

Product

After this lesson, can the learners by themselves understand that everybody has a duty towards human rights protection? Can they spell out their own role to play in human rights protection?

Suggested answers to the activities questions (Activity 1.5)

1. How human rights are violated
This is where a right that a citizen is entitled to is denied to that citizen, for example:
 - a) When one is denied right to family.
 - b) When a child is denied right to parental or guardian care.
 - c) When citizens are tortured.
 - d) When an accused is denied a fair hearing before conviction.The learners should give more scenarios as per each right.
2. When ones rights are denied, the obvious feeling is a sad one. People feel aggrieved and bullied. However it is important to seek justice in the court of law when human rights are denied.

Conflicts and Methods of conflict resolutions



His excellency President Salva Kiir and the president of Kenya, Uhuru Kenyatta. Good relationships with neighbours promotes peace.

- Ask the learners to work in pairs and define by themselves what a conflict is. Let them link the word conflict to conflict resolution.

- Ask them to discuss in groups at what levels a conflict may occur and what the likely causes of such a conflict are.

Class Activities 1.7, 1.8 and 1.9

Activity 1.7

This activity wants the learners to put themselves in the context of a conflict by recalling if they have ever been involved in any conflict.

Ask the learners to sit in pairs and tell each other whether they have ever quarrelled with anybody. Let them narrate to each other circumstances under which the quarrel started.

The learners should then go ahead to tell one another how the conflict was finally resolved to the extent of being friends again with the person they had quarrelled with.

Activity 1.8

This is dramatisation of conflict resolution. Lead the learners in selecting roles in small groups and presenting a short play on reconciliation after a conflict. The play must reconcile the two people in conflict.

Activity 1.9

Work to do

This is an individual activity and the learner is expected to tackle the two questions alone. Instruct the learner to explain his or her reasoned out ideas about conflict resolution ways. The learner should also go ahead and think out ways through which conflicts can be avoided in the society.

Assessment Opportunities

Observation:

Observe the learners as they discuss the pair work. Are they able to understand the methods used in resolving conflicts?

Conversation:

Engage the learners in talks and let them tell you importance of resolving conflicts and the ways such conflicts are resolved.

Product:

Look at their answers from individual work.

Summary of the unit

South Sudan is a democratic country. Human rights issues are therefore taken into consideration. The citizens of South Sudan are entitled to various human rights and freedoms. These rights and freedoms are enshrined in the constitution. The rights and freedoms also take care of some special groups like women and children.

The government and other entities like NGOs co-ordinate to ensure effective support of the human rights and freedoms. The constitution established the Human Rights Commission that ensures the protection of the human rights. This topic also analyses the various peaceful methods of conflict resolution such as arbitration, negotiation and litigation. Through these methods, the community maintains peace and this enhances socio-economic development.

Unit 2

The Key Characteristics of Parliamentary and other Forms of Government

Learn about	Key inquiry questions
<p>Learners should work together to explore the way that their own community is organised, building upon learning developed in their Primary Social Studies education. They should identify features of parliament, law and governance, considering also what they have learnt about rights and responsibilities in S1 Unit 1. Learners should explore how the government at a regional level is organised and compare the similarities and differences of organisation to their own community. Learners should investigate examples of significant strategies and activities from local government that have led to significant changes in recent times and consider how this is reflected in the South Sudan constitution. How did the government identify a need for change for example, and how was this communicated to the community in a way that empowered them to make a valuable contribution as an active citizen?</p> <p>Learners should further discuss and compare how the government is organised at a national level and explore how their government works with other governments around the world. What communication strategies do they employ for example and how are worldwide issues explored in South Sudan? Learners should work together to explore and describe to others some examples of the effects of these discussions and decisions on everyday life for the citizens of South Sudan.</p> <p>While learning about styles of governance and the structure of parliament, learners should identify leaders who have had a significant impact on progress and sustainable development in South Sudan. Learners should work in pairs to identify qualities of good leadership and begin to evaluate strategies employed by leaders in their state and local community.</p>	<ul style="list-style-type: none">• What laws do you believe have the most positive effect on peaceful coexistence in South Sudan?• What statements the South Sudan Constitution promote peace and justice most effectively?• What forms of government are the most evident in promoting and enabling peace and justice?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the characteristics of the South Sudanese parliament. • Know about other forms of government in South Sudan. • Know about other forms of government in other parts of the world. 	<ul style="list-style-type: none"> • Compare forms of government in South Sudan to other countries in Africa. • Investigate and identify key characteristics of governance in South Sudan. • Explore strategies and systems of governance in your state. 	<ul style="list-style-type: none"> • Appreciate different roles in society. • Respect the differences between people in a community and across the nation. • Care for people in own communities.
<p>Contribution to the competencies: <u>Communication:</u> Read and comprehend critically information about governance and parliament. Speak clearly and communicate ideas about worldwide issues to others.</p>		
<p>Links to other subjects: English: Understand a range of texts of moderate length and complexity about governance.</p>		

Assessment Opportunities

- Observation
- Conversation
- Product

An outline of the learning

In this unit, the learners will learn about characteristics of the parliamentary system and other forms of government. They will examine the characteristics and functions of the parliament of South Sudan. The learners will describe the legislative arm of the state level of government. They will as well discuss the objectives of the local government. The learners will also explore other forms of government in other parts of the world. They will also talk about South Sudanese leaders and their contributions to the growth of South Sudan.

Using the Student textbook

The unit 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 and achievement of learning outcomes.

Organise the learners into pairs and groups as they tackle the activities. Always remind them to share their findings after discussion.

The student Competencies

- i) Critical and creative thinking
- ii) Communication
- iii) Co-operation

Cross cutting issues

Cross cutting issues in this unit include:

- Good governance
- Good Citizenship

Introduction



An inside view of the parliament of South Sudan.

Ask the learners in their groups to look at the flow chart on page 17 of their text books. Ask them to discuss what they understand by the chart. Go round the groups and help the learners in understanding the meaning of a national government and its three arms as shown in the flow chart; the Executive, Judiciary and the National Assembly.

Encourage them to ask questions as they explore what a national assembly (Parliament) is and what its functions are.

Class Activity 2.1

Ask each learner to think of why the school has different departments and not just one. Let them tell each other what some of the functions of each department are. For example, what are the functions and characteristics of the Science departments?

Move around and help them link what they have talked about school departments to the government. Parliament as a department of government has its functions and characteristics.

Give them time to go through the functions of parliament and understand them.

Single out a student if any, who has ever visited parliament, to share the experience with others. Let them look at the parliament picture on page 18 to understand how the parliament looks like.

Ask them to find out further information from people at home about the characteristics of the South Sudan parliament when they go back home.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to understand what a parliament is?

Conversation:

Engage the learners in talks. Can they describe their parliament and name some of its functions?

Product:

After the lesson, can the learners on their own give an account of South Sudanese parliament in terms of functions and characteristics?

Other forms of Government in South Sudan

The state level Government



Map showing the states of South Sudan

Here, the key is to understand that South Sudan is divided into various states. Learners can then learn that each state has its own government apart from the national government.

Ask the learners to tell you how many states they can identify from the map. Be of help to them through answering their questions should they want clarity on anything.

Class Activity 2.3

Ask the learners to study the map on page 20 of the learner's books. Let them tell each other the number of states they can identify from the map.

Ask them to write a list of all the states they can see from the map

Let them also mention to you the state in which their school is located. You can also ask them to tell you from which state you come from.

Ask the learners to refer to pages 20 and 21 of their text books and understand the composition of the state governments. Help them through explanations to dig deeper into each organ of the state government and its composition.

Organs of the state Government(Legislature and Executive)

Activities 2.4

In Pairs, ask the learners to discuss the functions of the state legislative assembly. They are then to write their answers down for comparison with other pairs.

Activity 2.5

The learners are required to research in groups and find the functions of the executive branch of the state governments. Offer them the necessary guidance so that they can point out what is expected of them.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to mention some of the states in South Sudan?

Can they identify the two organs of the state governments; Legislative and Executive?

Conversation:

Engage the learners in talks. Ensure they are aware of the intended competencies of the lesson. Can they identify functions of the state executive and state legislature.

Product

Look at their answers. Are the functions given correct?

Suggested answers to activity 2.4

The state legislature amends the state constitution, provided the amendments are in line with the transitional constitution of South Sudan.

The state legislature has a function of law making. They can come up with new state laws which must be in line with the transitional constitution of South Sudan.

The state legislative Assembly can, in accordance with the state constitution pass a law of no confidence in the state governor.

Suggested answers to activity 2.5

The Governor of each state shall be the head of the executive organ in the state and shall appoint and relieve the Deputy Governor, Advisors and state Ministers in consultation with the President and in accordance with the state constitution.

The Deputy Governor may assume the portfolio of a Minister other than the Minister of Finance, and acts as Governor in the absence of the Governor.

The executive is responsible for the development in the states. They are involved in road constructions.

Local Governments

- Ask learners to discuss in pairs the meaning of local government. Ask them to refer to page 22 of the learner's book and find out how local governments are established.
- Ask them in groups to discuss some of the local governments established in rural and urban areas. They should tell each other any local government they are aware of. Ask them to discuss the objectives of local governments presented on page 22 of the student's book.

Ask the learners to seek more information from their parents and local people about what local government has done in their villages.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to associate with the local governments and their objectives?

Conversation:

Engage the learners in talks. Can they identify the benefits of local government?

Product:

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

Forms of Government in other parts of the world**Activity 2.6**

Guide the learners to make a comparison in terms of differences between the forms of government in South Sudan and the two forms advanced in the student textbook. This is the Monarchical government and the dictatorial government.

Ask learners in their groups to discuss the two forms of government on page 23 that are found in other parts of the world.

Ask them to compare them with the government of South Sudan and list the similarities and differences.

Go round the groups, listen to their questions and help them understand how these governments run the affairs of their countries.

Suggested answers to Activity 2.6**Differences between a Monarchy and the government of South Sudan**

Monarchical Government	Government of South Sudan
Headed by a king or queen.	Headed by a president.
It is of two types, can either be constitutional or absolute government.	It is a democratic government.
The kingship is hereditary.	The president is elected.

Differences between a dictatorial government and the government of South Sudan

Dictatorial Government	Government of South Sudan
The ruler has absolute power over the people.	Power is vested in the people who elect the president.
It is characterised by brutality of the leader over his people.	The ruler who is the president is a symbol of unity who rules and protects his people.
Rulers in most cases impose themselves to the people.	The rulers are elected by the people

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to relate the government of South Sudan to the other forms advanced?

Conversation:

Engage the learners in talks. Can they talk to you about how South Sudan's government is different from a monarchy and a dictatorial government?

Prominent South Sudanese leaders and their contributions to growth of South Sudan

- **Dr. John Garang**
- **Salva Kiir**
- **Rebecca Nyandeng**
- **Mama Kezia Layinwa**

Ask learners to talk to their partners about what they know about the founding father of the nation Dr, John Garang and the current president Mr. Salva Kiir.

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

Ask them to point out from the contributions of these great nationalists, the things that they can emulate and do for the growth of South Sudan.

They should state, with your help, how the two gentlemen promoted peace in the country. Encourage the learners to be active like the celebrated heroes in making positive differences in the society they come from.

Use the information on pages 23, 24 and 25 of the learner's book to enrich the students with more knowledge about Dr. John Garang, President Salva Kiir, mama Rebecca Nyandeng and mama Kezia Layinwa.

Encourage the learners to go seek more information from the local people and parents about the great work done by Dr. Garang towards the building of the nation and how president Kiir has pressed on with the work.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Do they know contributions of John Garang in South Sudan?

Conversation:

Engage the learners in talks. Ensure they are aware of the intended competencies of the lesson. They should be motivated enough to emulate the founding fathers of the nation

Product:

Read their answers. Can they point out the roles played by Garang and President Kiir in South Sudan?

Summary of the unit

South Sudan has a decentralised system of government with three levels of government; national government, state government and local government. It has a parliamentary system of government with a national bicameral parliament. The functions of the national parliament include, among others, overseeing the performance of the National Government institutions, approving plans, programmes and policies of the National Government, approving the national budgets and ratifying international treaties, conventions and agreements. Every state also has a state legislature that makes laws that govern the state governments.

South Sudan also has various local level government tiers that legislates by-laws that help to govern various local level jurisdictions. This topic also analysed systems of government in other parts of the world. These include monarchical and dictatorial governments. The topic further looks at various prominent South Sudanese leaders and their contributions to the growth of South Sudan. These include; Dr. John Garang de Mabior who formed the 'Sudan People's Liberation Army' (SPLA), an association of soldiers who fought for more than twenty years in the second 'Sudanese Civil War' of independence, Salva Kiir Mayardit who is the president of South Sudan since independence in the year 2011. Others are mama Rebecca Nyandeng and mama Kezia Layinwa.

Unit 3

The Local Government: How Decisions are made at Local Level

Learn about	Key inquiry questions
<p>Learners should work in groups to explore a range of resources that describe the functions of local government. Learners should compare local governments across South Sudan to consider and learn to describe how effective different systems work. Learners should for example, compare how health or education facilities are supported by local government in order to identify and explain successful strategies for sustainable development.</p> <p>Learners should work individually to begin with, to investigate and compare the functions of central government to local government within the context of the Constitution, Law and the Judicial System of South Sudan. Learners should then work in groups to compare their findings, discussing and analysing what they believe to be important features of governance. They should work in pairs to draw conclusions about the most effective strategies for decision making beginning to build their knowledge and understanding of a range of strategies for making decisions including the gathering and presenting of evidence to form robust arguments. They should focus particularly on the effects of a democratic process and find examples to help them explain to others the benefits and challenges of this strategy for making decisions.</p> <p>Learners should work together to identify opportunities at a local and national level where they can make a positive contribution to democratic life. They should consider what effect this has on peaceful coexistence and learn to encourage others, using evidence and examples they have explored in this unit, to become active citizens also.</p>	<ul style="list-style-type: none">• What are the key functions of local government?• What are the similarities and differences between the roles of local and central government?• What impact have recent decisions made by local and central government had on your local community?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know about the functions of central and local government. • Know about and learn to recognise opportunities to contribute to issues associated with central and local government. • Understand the importance of participating in democratic life. 	<ul style="list-style-type: none"> • Explore systems that support the functions of local and central government. • Analyse the impact and effectiveness of decisions made by the government at a local and central level. • Use own knowledge and understanding of how decisions are made by government bodies to inform plans for change in your own community. 	<ul style="list-style-type: none"> • Respect the rights of others to own views and opinions. • Value the views of others in decision making processes.
<p>Contribution to the competencies:</p> <p><u>Critical and Creative Thinking:</u> Use a range of sources of information to explore and investigate the functions of local and central government.</p> <p><u>Co-operation:</u> Be tolerant and respectful of the views of others making decisions at a local and national level. Learn to negotiate, respecting the rights others within a democratic society in order to prevent and resolve disputes and conflicts.</p>		
<p>Links to other subjects:</p> <p><u>Peace Education:</u> Be aware of the theory of peace conflict resolution within the context of decision-making.</p>		

Assessment Opportunities

- Observation
- Conversation
- Product

An outline of the learning

In this unit, the learners will explore the structure and the functions of the local government in South Sudan. They will examine the similarities and differences between the roles of the local and central government. The learners will describe the impact of local government on the local communities.

Using the Student textbook

This unit 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.

Put learners into groups and pairs so that they can work together. Choose the learners who will be presenting group work interchangeably.

The student Competencies

Critical and creative thinking. This is achieved through interpretation of pictures and questions.

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**.

Meaning of Local Government

Ensure that the teaching and learning process is interactive as you engage learners in the following activities:

Through brainstorming, ask learners to give the meaning of local government and what they know about it.

In small groups ask learners to discuss why the following factors have to be considered when establishing local governments:

- Population
- Common interest of communities
- Size of the territory

Ask the learners to name some of the local governments found within the locality of the school.

Class Activity 3.1

Ask the learners to discuss and identify some of the local governments found in our country. Let them name them and note them in their books.

They include the following: County, Payam, Boma, City, Municipal and town councils.

Ask them to explain to each other how important all these local governments are to the people both in rural and urban areas.

Ask each group's members to present in turns the work they have discussed. Encourage equal participation by all members. Let them also ask questions so that the whole class is involved in answering them.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Ensure they are capturing underlying facts about establishment of local governments. Do they understand what local governments are?

Conversation:

Talk to the learners and gauge them from their feedback to see how well they have captured the intended competencies. Can they give the importance of local governments?

Product:

After this lesson, they should be in a position of explaining why and how local governments are formed. Can they do them?

Structure and functions of the local Governments



Local government administrative building.

Ask the learners to describe the structure of the local government.

In small groups ask learners to locate various urban and rural councils from maps to help them understand the local governments.

As a whole class, guide learners to discuss the functions of central and local governments. Allow the learners to refer to the previous unit on the information about local government.

Ask them to use the ideas from that sub topic to enrich this discussion.

Encourage the learners to participate fully. Tell them to ask questions where they haven't understood. At the end of the class discussion, ask them random questions and listen to their answers.

Class Activities

Class Activity 3.2

Ask the learners in their groups to discuss and identify some of the activities done by both the urban and rural councils towards improving lives of the citizens. Let them also argue out the factors that enable councils to do their work well.

Class Activity 3.3

Role Play

Organise the learners to role play a presentation by a leader of Payam. The leader has to address the locals on the importance of being a good citizenship.

Class Activity 3.4

Let the learners work in pairs and suggest projects that their school can be involved to help local governments in their work.

Each of these activities should be followed by a presentation that you should moderate.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they capturing underlying facts about functions of local governments?

Observe them during the role play. Are they addressing the importance of good citizenship?

Conversation:

Talk to the learners, to find out if they can suggest factors that can enable local governments to do their work well.

Product:

After this lesson, learners should be in a position of explaining the functions of the central and local governments.

Suggested answers to activity 3.2

- Promoting social and economic development.
- Promote good governance through encouraging people to participate in decision making.
- Promoting civic education.
- Promoting safe and healthy environment through being at the fore front in environmental care.

Relationship between the central Government and the local government



Road construction

Through brainstorming, ask learners to think of how the central government and the local government are related.

In small groups, ask learners to describe the relationship between the central and the local governments. Use ideas presented in the Learner's Book to enrich their discussion.

Class Activities 3.5

Ask the learners to make a table that compares and contrasts the central and local governments in terms of their functions.

Ask the learners as well to discuss and bring out the interdependence between the central government and local government.

If available, let the learners watch a video on projects implemented in the school locality by the central and local governments.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Ensure they are capturing underlying facts about relationship between local governments and the central government. Are they able to explain this? Are they showing how the two governments relate.

Conversation:

Talk to the learners and gauge them from their feedback how well they have captured the intended competencies. Can they tell you the interdependence between local government and central government, their similarities and differences?

Product:

Look at their answers.

Suggested answers to activity 3.5

Similarities between the Central Government and the Local Government

- Both are systems of administration in South Sudan.
- Both are subdivided into smaller units for easier administration. The central government has units like judiciary, executive and legislature while the local government has units like payam, Boma, county, city and municipals.
- Both are meant to deliver services to the people of South Sudan.

Differences

Central Government	Local Government
It administers services to the whole country.	Administers services to a smaller jurisdiction. (state).
Focuses mainly on security and development of the country.	Focus on promoting and developing citizens at the grass root level.
Headed by the president.	Headed and overseen by local government board commission led by a chairman.

In **activity 3.6**, learners are expected to give answers as per what they have benefited. There are no specific answers in this case.

Impacts of Local Governments on the local community

Through brainstorming, help the learners to explain the impact of the local government on the local community.

In small groups, ask learners to explain how the functions of the local governments have impacted the local community. You may use ideas presented in the Learner's Book to enrich the discussion.

Ask the leaders of the groups to lead the rest in presenting the discussed work.

Allow the class to ask questions to the presenters where they do not understand.

Ensure all groups present their work.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work and during presentation. Have they understood that local governments have some impacts on local communities.

Conversation:

Talk to the learners. Can they tell you a few impacts of local governments to the local communities?

Challenges facing local governments

Ask the learners to brainstorm the challenges likely to face the local governments.

In their groups, ask them to explain the challenges facing the local government and think of the possible solutions to the challenges and write them down.

Choose people from each group to present the work. As one group presents, ask the other learners to be attentive and take note of the points raised by the group presenting.

Class Activity 3.7

Ask the learners to research on the challenges facing the local governments. Ask them to think of possible solutions to these challenges and note them in their books.

Encourage each learner to contribute in suggesting the solutions. It is easy if a solution is based on each challenge.

At the end, ask the learners to draw a table of two columns, one with the challenges and the second with the solutions written against the challenges.

Assessment Opportunities

Observation:

Observe the learners as they discuss in their group. Can they understand that local governments face challenges?

Conversation:

Talk to the learners. Can they make suggestions about solving local government challenges?

Product:

Look at their answers.

Suggested answers to activity 3.7

- i. Poor administration at the national, state and local levels.
- ii. Limited trained employees to manage the public sector.
- iii. Unequal distribution of public resources.
- iv. There are few institutions of local government outside major towns.
- v. They experience political instability.

Summary of the unit

Local government is an important level of government in South Sudan. Local government tiers have encouraged decentralisation which is an important characteristic of our government. Local government tiers include county governments, payam governments and boma governments in rural areas; and city councils, town councils and municipal councils in the urban areas. Local governments help in the implementation of state governments and central government's policies. This is why they work closely with the state and national governments.

Local governments have had a profound effect on the lives of the local people. This has been seen through implementation of socio-economic development activities such as agricultural activities geared towards eradication of poverty. The implementation of local government activities has been faced with various challenges such as political instability and unequal distribution of resources. This requires the local governments to devise means to tackle them.

Unit 4

Government: Priorities, Finance and Opportunity to Contribute

Learn about	Key inquiry questions
<p>Learners should consider what they have learnt in Unit 3 and apply this to the way they learn in this unit. Learners should work in small groups to revisit the main functions of local and central government and then further explore together, how governing bodies are funded and how finances are prioritised and assigned. They should explore a range of resources including data about population growth and mortality rates across the country and in particular regions in order to compare government spending and priorities.</p> <p>Learners should investigate public services in order to ascertain the range of services available to the people of South Sudan and explore a number of these in some detail to examine how public services are organised, maintained and regulated. Learners should compare how a particular public service (For example: Transport, health, military etc) is managed in different states or how different public services are managed within the same state.</p> <p>Learners should choose a public service they are particularly interested in or have a lot of information about and explore how they could make a positive contribution to this provision by the government. (Eg: Promoting good hygiene practices in their community or educating people about environmental sustainability.) Learners should look for opportunities to encourage others to take an active roll in their citizenship also by enabling them to identify opportunities to also contribute.</p>	<ul style="list-style-type: none">• How do government bodies decide how to spend their money?• What systems are there to protect public services from corruption and abuse?• What are the main barriers to effective government spending?• Describe the range of opportunities for people to make a positive contribution to their community near where you live.• Describe why there are differences in opportunities for people across the country to participate in democratic life.

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the functions of central and local government. • Know about the public services that government bodies offer. • Know and understand how public services are financed. • Know how to identify opportunities to contribute to public services. • Understand the importance of participating in democratic life. 	<ul style="list-style-type: none"> • Investigate how public services are organised and financed. • Explore reasons for government priorities in terms of finance. • Contribute to debates about identifying priorities for local and central governments. 	<ul style="list-style-type: none"> • Appreciate the importance of financial capability. • Respect the functions of government and public services. • Care for own community by identifying opportunities to make a valuable contribution.
<p>Contribution to the competencies:</p> <p><u>Critical and Creative thinking:</u> Sort and analyse information about government priorities in order to draw conclusions about effectiveness and impact. Evaluate different suggested solutions to resolving conflict and how to make decisions about government priorities for spending.</p> <p><u>Communication:</u> Read and comprehend a variety of types and forms of texts in order to learn about local government.</p>		
<p>Links to other subjects:</p> <p><u>Peace Education:</u> Be aware of the theory of peace conflict resolution within the context of developing strategies and systems that enable the government to provide public services.</p> <p><u>Maths:</u> Collection and analysis of statistical data about profit and loss.</p>		

Assessment Opportunities

- Observation
- Conversation
- Product

An outline of the learning

In this unit, the learners will learn about how the government raises and spends its revenue. They will examine how the government prioritises on the provision of various public services as per the budgeting process. They will analyse different ways used to manage public funds. The learners will identify various opportunities available to make a valuable contribution in the government public financing and management.

Using the Student textbook

Using the texts, photographs and charts, the learners should be able to understand how the government gets its revenues and how it spends. The information educates them about the government priorities when spending its money.

You have the duty of organising the learners in terms of grouping and pairing them when there is need. The pairs and groups are crucial when tackling the various activities provided in this unit.

The student Competencies

Critical and creative thinking through high order thinking questions. They will also have to think critically during interpretation of pictures.

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**.

Communication is enhanced through presentation of work in class.

Cross cutting issues

This unit contributes to financial skills (raising and spending money) and morality (art of not misusing government resources when placed in charge).

Definitions and services provided by the government to its citizens

Through brainstorming, ask learners to give the meaning of public revenue, expenditure and budget. Ask them to tell you what they know about them.

Activity 4.1

Ask the learners to brainstorm and briefly discuss the following short topics:

- a) Functions of the national and local governments.
- b) Services provided by national and local governments to the people.
- c) Sources of revenue for various public services.

Activity 4.1 is meant to familiarise the learners with what they are going to learn in this unit.

You can also use various denominations of the South Sudanese currency to help learners understand about public revenue.

Class Activity 4.2

Guide the learners in discussing services offered by the government to its citizens. Let them identify each service provided and explain why the service is important.

Ask them how each government service to the people is achieved. What measures does the government put in place to ensure achievement of its services to the people?

Activity 4.3

The activity asks how they can use budgets to spend their personal money. Guide them so that they can understand and argue out the importance of a budget.

In their own words, ask them to rephrase their understanding of budget allocation and write down their answers.

Assessment Opportunities

Observation:

Observe the learners during their discussions. Can they name government services to its people?

Conversation:

Talk to the learners frequently to know the progress of their understanding and learning. Do they understand what public revenue is?

Suggested answers to activity 4.2

Some of the services offered by the government to its people include the following:

- Health services such as construction of hospitals.
- Educational services such as coming up with new schools.
- Construction of road network.
- Security services.
- Water and sewerage services.

Sources of public revenue at the national and state level



Juba International Airport: airports provide revenue for the government.

Ask the learners to discuss in groups the sources that the government obtains revenue from.

Class Activity 4.4

Ask the learners in their groups to discuss their understanding of how public revenue is regulated.

Ask them to make their own reasoned out suggestions of how these regulations can be improved?

Assessment Opportunities

Observation:

Observe the learners during their discussions. Do they understand public revenue regulation?

Conversation:

Talk to the learners frequently as the lesson progresses. Can they suggest ways in which public revenue is regulated?

Product:

The learners should have an understanding of how the government raises its finances.

Expenditure of the public revenue at national and state level



Juba Hospital: an example of development project that the government finances.

Ask the learners to work in pairs and tell each other what is meant by expenditure of public revenue. Ask them to use the definition of expenditure from the previous lesson to help them understand public revenue expenditure.

In small groups, ask learners to discuss the expenditure of the public revenue at national government and state government. Tell them to use the ideas presented in the Learner's Book to enrich their discussion.

In their discussion, ask them to think of other ways other than the ones presented that public revenues should be spent to satisfy every citizen of South Sudan.

Class Activity 4.5

Ask the learners to compare the state and national governments expenditure, by use of a table.

Assessment Opportunities

Observation:

Observe the learners during their discussions and the class activity. Active participation is an indicator for learning.

Conversation:

Talk to the learners to see how well they have understood the subject matter and are learning the expected competencies. Do they understand public expenditure?

Product:

The learners should have an understanding of how the governments spend their revenues.

Management of Public finance

Ask the learners to brainstorm what management of public finance is and share in pairs.

In small groups, ask learners to describe the management of public finance. Use ideas presented in the Learner's Book to help in answering their questions and to enrich the discussion.

Ask the learners to keenly look at the two public finance institutions that are mandated with the duty of watching public finances. Let them look at their functions and dig deeper through them in their discussion. These are the Fiscal and Financial Allocation and monitoring Commission and the National Audit Chamber.

Ask them to draw a table based on the functions that they perform. Here is how the table should look like.

	Functions of the National Audit Chambers	Functions of the Fiscal and Financial allocation and monitoring Commission
1	Sets audit standards.	Recommends criteria for allocation of national revenue.
2		
3		
4		

Class Activity 4.6

In their groups, ask the learners to discuss and cite the possible challenges that are likely to hinder effective management of finances.

Let them also suggest possible solutions to such challenges and ways of ensuring public finance is well managed.

Assessment Opportunities

Observation:

Observe the learners during their discussions and the class activity. Observe their answers and suggestions to gauge their learning.

Conversation:

Talk to the learners to see how well they have understood the subject matter. Can they identify challenges facing management of public revenue?

Product:

Look at their answers.

Suggested answers to activity 4.6

Challenges

- i) Tax evasion by individuals and institutions.
- ii) Corruption by the tax collection officers. They are given money to present inaccurate tax reports.
- iii) Rich individuals hold foreign accounts which only benefit the foreign countries.
- iv) Some citizens have a negative attitude towards tax payment.
- v) Loans from developed countries have high interest rates.
- vi) Donor governments and institutions give tough conditions to national and state governments regarding the money they receive.
- vii) Political crises prevent proper tax collection due to the insecurity in some areas.

Some of the suggested solutions to the challenges facing effective management of public finances

- i) Put in place firm and accountable institutions to monitor public finances.
- ii) Punitive approaches to those found guilty of squandering public funds and evading tax.
- iii) End political and civil wars to give ample time for proper management of public resources.

Summary of the unit

Public revenue and expenditure are two important activities at the state and national governments of South Sudan. The national and state governments have employed several ways to raise revenue to finance various public services provided, such as health and infrastructure development. Taxes are a major source of raising revenue at the national and state levels. The two levels of governments have also engaged in domestic and external borrowing to finance some deficit areas in their budgets. The budgets of various state governments have given priority to some areas according to the local needs.

Regulations have been put in place to manage government revenue and expenditure. This includes the creation of various financial institutions that act as regulatory bodies. The bodies are the National Audit Chambers and the Fiscal and Financial Allocations and Monitoring Commission. These institutions have ensured that public funds are efficiently and effectively utilised. Public revenue and expenditure management has however been faced with various challenges such as tax evasion and political instability. This requires the governments to devise means to tackle them.

Unit 5

The Community and the Environment: The importance of sustainability

Learn about	Key inquiry questions
<p>Learners should speak to people in their community (school, village, town, church etc) to explore issues that have the potential to cause conflict. Learners should also discuss together what makes a community strong, healthy and successful in order to gather evidence and information to help them prevent conflict. Learners should select an issue that is of particular interest to them and explore a range of resources that will help them create a strategy that could prevent further conflict. They should work with others to evaluate data and reports in order to decide what course of action would have the most positive impact on the community. Learners should build evidence carefully so that it can be presented in a balanced and engaging way.</p> <p>Learners should explore further the role that the environment plays in their community. They should for example consider how many people depend on local land for their food and how many local agricultural industries are under threat from large scale developments. Learners should explore a variety of strategies for protecting the environment building on their science knowledge and understanding about life cycles, pollution and climate change. Learners should identify opportunities to contribute to debates and decision making processes that affect the environment including the use of media, technologies and other languages.</p>	<ul style="list-style-type: none">• Describe effective strategies for presenting new information about issues that are important to you.• Explain the interdependence between humans and the environment.• Describe the similarities and differences between strategies for sustainable development that you know of.

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the interdependence between humans and the environment. • Know how to gather evidence and information about topical and controversial issues. • Know about ways to care for the environment. • Understand the importance and impact of sustainable development. 	<ul style="list-style-type: none"> • Analyse and sort information in order to draw own conclusions in response to specific questions about topical and controversial issues. • Make informed contributions to discussions and debates on a range of topical and controversial issues. 	<ul style="list-style-type: none"> • Appreciate and respect the environment. • Care for the environment so that it can be enjoyed by everybody. • Value the power of knowledge in decision making.
<p>Contribution to the competencies:</p> <p>Speak clearly and communicate ideas about issues that are topical or controversial. Use a range of technologies and media to communicate messages, ideas and opinions about issues relating to environmental protection and sustainability.</p> <p><u>Co-operation</u>: Contribute to environmental sustainability. Work collaboratively towards common goals.</p>		
<p>Links to other subjects:</p> <p>Science: Appreciate the diversity of living things.</p> <p><u>Environment and Sustainability</u>: Understand the interdependence between humans and the environment.</p>		

Assessment Opportunities

- Observation
- Conversation
- Product

An outline of the learning

In this unit, learners should explore the interdependence between the environment and human beings. They should explore the environmental issues that cause conflicts. They should recognise controversial issues and topics and how to present them. Learners should also know the various ways of caring for the environment.

Using the student textbook

This topic in the student textbook is presented with pictures and chart together with activities and the text itself. Using all these information, the learners should point out the interdependence between humans and the environment. They should as well suggest ways of caring for the environment and understand controversial issues in the society.

Put the learners in pairs and groups that will be useful during the learning process. Guide them through the activities and presentations to ensure the learning outcomes are attained.

The student Competencies

This unit just like the others present many opportunities to the learners for critical and creative thinking. For example, interpreting the picture in Activity 5.1, giving reasons for answers asked in the activity questions and making suggestions that can reduce environmental degradation.

By working in groups and sometimes in pairs, learners have an opportunity for developing co-operation and teamwork skills.

The discussion that they do in their groups is a perfect opportunity for them to develop communication skills.

Cross cutting issues

This unit contributes to **environmental awareness** and **self-responsibility**. Learners acquire these skills which are important in their lives as well as to the environment.

The interdependence between humans and the environment



Ask the learners to study at the picture on **page 42** of the learner's book.

Class Activity 5.1

Ask them to identify the activities going on in the picture.

Ask them to discuss in small groups the effects of the activities that are going on in the picture. Are these activities harmful to the environment? What about to the health and lives of the human beings?

Ask the learners in their groups to identify more activities that they believe have similar effects on the environment and to the lives of humans.

Go around the groups as learners continue with the discussions. Attend to all groups, look at their work and ask them to explain to you what they have discussed and why they believe it is right.

Encourage them to actively participate in the discussions.

The learners can use information and the illustrations presented in the learners book on **pages 44 and 45** to enrich the discussions.

Ask the learners questions from time to time to encourage active participation by the learners.

Assessment Opportunities

Observation:

Observe the learners during their discussions and the class activity. Observe their answers and suggestions to gauge their learning. Have a look at their discussion notes.

Conversation:

Talk to the learners whilst discussing. Can they mention ways in which humans and the environment depend on each other?

Product:

Look at their answers.

Environmental issues that can cause conflict



Soil erosion and degradation destroys the environment.

Activity 5.2

Guide the learners to write a short essay that defends existence of interdependence between the environment and human beings.

Ask the learners also to suggest ideas of what can be done to minimise environmental degradation.

Respond on the questions that may arise from the learners. Encourage them to ask as many questions as possible in cases where they need clarification.

Randomly single out some of the group members and ask them to tell you what the group has discussed, to mention some of the issues the group has pointed out about environment and conflict.

Assessment Opportunities

Observation:

Observe the learners during their discussion. Are they able to understand that the environment if not handled well may cause conflicts?

Conversation:

Talk to the learners. Do they understand how environmental issues can be addressed?

Suggested answers to Activity 5.2

How to minimise environmental degradation

- Plant more trees.
- Reduce the use of non – biodegradable materials such as polythene bags.
- Maintain a clean environment.
- Build gabions to reduce soil erosions.
- Take good care of the water bodies such as rivers and lakes and not to pollute them.
- Institute good laws that guide use of environment.

Strategies for presenting new information and guidelines for presenting controversial issues

- Ask learners to brainstorm and share ways through which important information can be presented. For example, if one has information to pass to all the school members, how will he or she present the information?
- Ask them to identify in their groups some of controversial issues in the society.
- Ask them to say how information about such controversial issues can be presented to the community people. Guide the learners by telling them some of the things to consider while dealing with controversial issues. For example, when talking about religion and politics, what should they consider? They should for instance accommodate all religions when talking about religion.

Class Activities 5.3 and 5.4

Ask the learners to briefly discuss how they can handle sensitive issues during presentation.

Choose a topic for the learners to debate about. For example;

1. Gender balance is observed in South Sudan government jobs.
2. The fight against corruption has yielded fruits in South Sudan.
3. Sexual education should be taught in schools.

You can choose any other topic that you believe is good for debating by the learners.

Organise the learners and help them in choosing the speaker from among themselves who will moderate the session.

Divide the learners into two groups, one for the proposers of the motion while the other is for the opposition of the motion.

Keenly follow the debate and encourage all learners to participate in the motion.

Assessment Opportunities

Observation:

Observe the learners during their debating and discussion. Look out on each learner's participation. Are their arguments based on the topic of debate?

Product:

Verify their points of argument.

Ways for Caring for the environment



Tree planting is a way of protecting the environment.

Class Activity 5.5

Ask the learners to think of any land or other parts of the environment that have been polluted. Let them work in pairs and tell each other how this has affected food production in those areas.

Ask them to think of the local agricultural industries and how they are threatened by rampant pollution.

Ask learners to suggest ways in which environment can be cared for. Tell them to write down the ways they can contribute to the environment protection.

Encourage them to plant trees at home and even at school. Each learner should plant at least one tree and take care of it until it grows big and strong.

Assessment Opportunities

Observation:

Observe the learner's class activities and participation in class.

Conversation:

Engage the learners in talks to see how their feedback relates to caring for the environment.

Strategies for Sustainable development

Ask the learners to work in pairs and come up with the meaning of sustainable development. Consider going round and helping them to have the correct meaning of sustainable development.

Let the learners suggest some of the problems that sustainable development seeks to solve.

Class Activity 5.6

In their groups, ask the learners to rephrase the meaning of sustainable development. Let each learner be given opportunity to explain what he or she understands by sustainable development from what they have learnt. They should define it in their own understanding so that you can know how well they understand sustainable development.

Ask the learners also to explain how they can contribute to sustainable developments young citizens.

You should encourage the learners to ask questions where they need help. Always be ready to assist them by answering their questions or giving them the directions towards getting the solution.

Suggested answers to Activity 5.6 (How young citizens can contribute to sustainable development)

- Take initiatives of caring for the environment, for instance by planting trees.
- Work hard at home and help parents in farm work to ensure food production.
- Work hard in school; get skills of promoting the other goals of sustainable development.
- Distance themselves from illegal and criminal activities and keep the societies safe.

Accept the learners' answers as per how they promote sustainable development

Summary of the unit

The community and the environment are important aspects of sustainable development. Due to increased industrialisation and competing economics, the environment has been degraded to unmanageable levels.

Sustainable development can only be achieved if the environment is taken care of to ensure that generations of tomorrow meet their needs effectively.

Here in South Sudan, the information about the environment is present but the channels of relaying the information need to be improved.

If the environment is taken care of, most of the issues arising in our communities will be resolved. The issues such as resource conflicts, water supply and food supply have been brought about by environmental degradation.

Unit 6

The Electoral system and the importance of voting

Learn about	Key inquiry questions
<p>Learners should consider what they already know about the voting system and talk further to their families to explore in more detail the process involved. They should reflect upon the outcome of decisions that have been made at a local and national level as a result of choices made at an election or policy referendum. Learners should work in groups to explore how the electoral system works, comparing strategies and campaigns for change at a local and national level.</p> <p>Learners should produce a report or presentation to share with younger learners about the importance of participating democratically in society. They should explain the importance of voting using examples of positive changes made in recent times as a result of high levels of voting.</p> <p>Learners should link together what they have learnt about the electoral system to the functions of central and local government. Learners should investigate how the government is divided into different tiers, the effects of decentralization and the state of political rights and civil liberties.</p>	<ul style="list-style-type: none">• What evidence is there to support the need for fair voting systems?• What aspects or stages of the voting system work best?• What characteristics of a democratic society are best reflected in your state or community?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the characteristics of parliamentary and other forms of government. • Know how the electoral system works. • Understand why it is important to vote. • Understand the importance of participating in democratic life. • Know about the functions of central and local government. 	<ul style="list-style-type: none"> • Explore the history of voting at a regional and national level. • Analyse the effectiveness of the current electoral system. • Investigate strategies employed by for electorates to secure and protect votes. 	<ul style="list-style-type: none"> • Appreciate strategies employed by the government to protect Human Rights and Civil Liberties. • Commit to making a valuable contribution to democratic life. • Respect the role of the electoral system in promoting personal autonomy.
<p>Contribution to the competencies:</p> <p>Critical and Creative Thinking: Evaluate different solutions to engaging people in the electoral system by voting. Sort and analyse information to come to conclusions about the effectiveness of government strategies and systems.</p> <p>Communication: Communicate information coherently to others about the electoral system and the importance of voting.</p>		
<p>Links to other subjects:</p> <p><u>Peace Education:</u> Be aware of peace conflict resolution and identify where and how government bodies and strategies employ features of this theory.</p> <p><u>Maths:</u> Solving problems involving direct and indirect proportion in relation to vote counts.</p>		

Assessment Opportunities

- Observation
- Conversation
- Product

An outline of the learning

In this unit, the learners will learn about how the South Sudan electoral system works. They will examine the importance of elections and voting in South Sudan. The learners will describe the structure and functions of the government. The learners will also analyse the three arms of government; legislature, executive and judiciary; and explain their structure and functions. They will identify importance of participating in democratic life.

Using the Student textbook

This unit explores information about elections in South Sudan and why it is important for citizens to vote. Some of the information is presented in text while some in pictures and flow charts. The learners have also been asked through activity questions to research and find more information by themselves about this unit.

Organise them in groups and in pairs to explore this information so that they can achieve what the unit expects of them.

Take a leading role in moderating class presentations where the learners are expected to do so. Help the learners in groups to ensure equal and active participation by all members.

The student Competencies

Learners develop Critical and creative thinking competence through imaginations of new ideas in their discussions, studying of charts and arguing out points to support topics.

Learners have also been asked to work in groups and sometimes in pairs. This promotes 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

This topic emphasises the electoral system and the functions of the government in

South Sudan. Help the learners analyse the three arms of government; legislature, executive and judiciary. Make learners understand the functions of the state government. This promotes **democratic processes** in the society. The unit imparts knowledge on the importance of involvement in democratic processes. It trains learners to be **patriotic citizens**.

Stages of the electoral system in South Sudan



A Polling station in Juba.

Ask the learners in their small groups to tell each other what an election is. Ask them to remind one another what happens during elections. They should talk of the events they witnessed during the last election if they remember anything. What leadership positions were people being elected for?

Encourage the learners to ask questions on what they feel it is tough for them to understand. Help them in explanations where they may need your help.

Activity 6.1 and 6.2

Class Activity 6.1

Organise the learners to dramatise a voting session at an improvised polling station.

Help them choose from among themselves the officials for the exercise. The rest should be the voters. The voting materials can be improvised from papers while the ballot boxes can be improvised from cartons.

Let the polling happen within a specified time frame. All the learners should be encouraged to participate in the exercise just like citizens are encouraged to vote during the real elections.

Activity 6.2

The learners should discuss why it is important for citizens to vote.

After the activity, have a short moment of explaining to the learners what a by election is and why it is conducted. The learners can then talk to each other in pairs about possible causes of a by election.

Assessment Opportunities

Observation:

Observe the learners' class activities, participation in class and during the improvised voting activity.

Conversation:

Talk to the learners. Do they know why it is important to vote?

Product:

Look at the voting exercise.

Read their answers.

The National Elections Commission



A political leadership forum. Such forums promote democracy.

Ask the learners to discuss the functions of the National Elections Commission. Let them compare their findings about the functions of the national elections commission with those presented in the learner's book.

Ask them to talk about the importance of elections to a country and take note of their discussion points.

From each group, choose a representative to make brief presentations on functions of the national elections commission, and the importance of elections.

Instruct the rest of the class to ask questions as the presentations continue. This ensures active participation by all members of the class.

Assessment Opportunities

Observation:

Observe the learners as they discuss their answers. Can they point out the importance of elections and voting in a country?

Conversation:

Talk to the learners to find out their understanding of the lesson. Are the learners able to confidently answer your questions?

Product:

Read their answers.

Structure of the government



Cabinet of South Sudan.

In pairs, ask the learners to identify the various levels of the government. They should also tell each other what they understand by decentralisation of government. You can help them in this.

Ask them to look at the three arms of the national government in terms of their functions. The judiciary, the executive and the legislature.

Ask them to identify the composition of each arm, for example the judiciary has different courts which they should mention. The executive has the president, vice president and the council of ministers while the legislature has the parliament.

Class Activity 6.3

Ask learners to draw a chart showing the structure of the central government. Tell them to draw another chart showing the structure of state government. Let the learners exchange their charts and discuss them. At the end let them make presentations in class.

Assessment Opportunities

Observation:

Observe the learners class activities, participation in class and during the improvised voting activity.

Conversation:

Talk to the learners to find out their understanding of the lesson. Are the learners able to confidently answer your questions?

Product:

Can the learners draw the charts showing the structures of central government and state governments?

Functions of the government (Executive, Judiciary and Legislature)

Ask learners to explore the functions of the executive which includes the president, vice president and the council of ministers. They should discuss and write.

Activity 6.4

Ask the learners to research from any source available to them the functions of the president of the Republic of South Sudan. Let them write their findings so that they can share them with the rest of the class through presentations.

Activity 6.5 and 6.6

Ask the learners to research, discuss and note down the functions of the judiciary and the functions of the state governments.

Go round the groups and monitor the discussions. Have a look at their work, ask them questions and as well answer their questions that they ask.

Class Activity 6.7

Ask the learners to in their groups, to choose a representative who will act as the president of the Republic of South Sudan and give a five minute speech on the need for peaceful co-existence and cohesion.

The rest of the class members will be the citizens who are being addressed by the president. One student at a time, allow as many students to give the speech as possible.

Suggested answers to activities 6.4, 6.5 and 6.6

Functions of the president – Activity 6.4

- i. Preserve the security of South Sudan.
- ii. Supervise constitutional and executive institutions.
- iii. Appoint constitutional and judicial posts.
- iv. Preside over national council of ministers.
- v. Declares and terminates the state of emergency.
- vi. Initiates constitutional amendments and legislation and assent to bills.
- vii. Convene, summon and adjourn the national legislature in consultation with the speaker.
- viii. Confirm death sentences, grants pardon and remits convictions according to the law.
- ix. Represent the government and the people of South Sudan locally and internationally.
- x. Appoint ambassadors of the state.
- xi. Direct and supervise foreign policy and ratify treaties and international agreements.

Functions of the Judiciary – Activity 6.5

- i. Hear civil and criminal cases.
- ii. Interpret constitutional provision.
- iii. Decide on disputes that drive under the national constitution and states constitution.

- iv. Upholds and protect human rights and fundamental freedoms.
- v. Receive appeals against decisions and judgments of courts.
- vi. Resolving disputes between the states and the national government.

Functions of the State Governments – Activity 6.6

- i. Amending state constitution to conform to the national constitution.
- ii. Manages state land and state natural resources.
- iii. Manages state police, wildlife and fire brigade services.
- iv. Manages the local government.
- v. Being in charge of internal and external borrowing of money by the state.
- vi. Establishing and maintaining state prisons and reformation.
- vii. Manages pre-school, primary and secondary education.
- viii. Formulates population policies and family planning.
- ix. Manages agriculture within the state.
- x. Manages state finances and the budget.
- xi. Manages inter-state public transport.
- xii. Establishing and providing health care and medical facilities.

Assessment opportunities

Observation:

Observe the learners' class activities and group discussion. Do they understand functions of the government?

Conversation:

Talk to the learners to find out their understanding of the lesson. Are the learners able to confidently answer your questions?

Product:

Read their answers.

Summary of the unit

South Sudan is a decentralised democratic system. South Sudan has an electoral system that is based on the universal principles of elections, such as the right to vote and free and fair elections. South Sudan has an electoral body called

the National Election Commission that organises the electoral procedures. The electoral procedures include registration of voters, carrying out nominations and announcing the elections results. The commission has electoral officials that ensure that the electoral process is transparent, free and fair.

After the elections, a government is formed. The government consists of three arms; the legislature, the executive and the judiciary. The national legislature is made up of two chambers; the national legislative assembly and the council of states. Its main function is to help in legislations. The executive consists of the president, vice president and the council of ministers. Its main function is to implement government policies. The judiciary enforces the laws and the constitution. The state governments are led by the governor as the executive head and have the state legislative assembly that makes laws.

Unit 7

Involvement in a Community Project

Learn about	Key inquiry questions
<p>Learners should consider what they have learnt about active citizenship and explore opportunities to become involved in a community project. They should investigate what activities and projects are taking place near where they live and discuss with others the value of these, exploring what impact they have had, or they plan to have on everyday life.</p> <p>Learners should discuss with others what knowledge and skills are necessary to take part in one or two projects that are of particular interest to them. They should reflect upon how they are able to make the most valuable contribution.</p> <p>Learners should make plans to become involved in a particular project and make the relevant contact and enquiries in order to fully appreciate the benefits to the community that the project brings. They should identify a particular role or aspect of the project that they feel they can add most value to and work to the best of their ability to make the project a success. Throughout their involvement in the project, learners should take note of successful strategies for communication, team work and engagement are deployed by others. Learners should look for opportunities to gain feedback on their own involvement and make regular evaluations of the effect of their involvement by considering and measuring where possible their successes.</p>	<ul style="list-style-type: none">• What opportunities are there for active citizenship in your community?• How can you measure the impact of your own involvement in the project you have taken part in?• What further skills do you need to develop to make valuable contributions to community projects?• What evidence is there to illustrate the overall success of the project you have taken part in?• What strategies do community projects need to employ to have a positive impact on communities?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know how to find opportunities to make a positive contribution debates and activities about important issues. • Know how to gather information in order to make informed contribution to debates and discussions on a range of topical and controversial issues. • Know about the functions of central and local government and the opportunities to contribute 	<ul style="list-style-type: none"> • Plan and carry out research in order to identify important issues in a community. • Investigate activities in a community that are working to promote positive change. • Explore strategies for engaging others in projects that support positive changes around important issues. 	<ul style="list-style-type: none"> • Respect the rights of others to their opinions. • Appreciate the importance of team work.
<p>Contribution to the competencies:</p> <p><u>Communication:</u> Listen and comprehend speech in a variety of forms as people discuss community projects. Use a range of media, technologies and languages to communicate messages, ideas and opinions associated with a community project.</p> <p><u>Co-operation:</u> Work collaboratively towards common goals and be tolerant and respectful of the views of others when working together.</p>		
<p>Links to other subjects:</p> <p><u>Peace Education:</u> Working towards agreed common goals for the benefit of a community.</p>		

Assessment Opportunities

- Observation
- Conversation
- Product

An outline of the learning

In this unit, the learners will explore various opportunities to be involved in a community project. They will examine what they have learnt about active citizenship in order to identify ways they can be involved to bring about a positive change in their communities. The learners will analyse and learn how to gather information in order to make informed contributions to debates on various issues of community project. The learners will also explore the various strategies for engaging others in projects that support positive changes in their communities.

Using the Student textbook

The learner's book has good activities, pictures and charts that are useful in the learning process. Group learners and guide them through discussions and activities so that learning outcomes are attained.

The student Competencies

The student competencies advanced include:

- Critical and creative thinking
- Communication
- Co-operation

Guide the learners in the activities so that as they do all of them, they will develop the above competencies.

Cross cutting issues

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

Opportunities in a community



Class Activity 7.1

Ask the learners to look at the illustration on **page 62** of the learner's book. Ask them to discuss what they can see from the photo.

Assuming they stay in a community that has this kind of a dumpsite, ask them to discuss the following:

- The health conditions of the members of the community.
- Accessibility to clean water by these people.
- Accessibility to recreation facilities by these people.

Ask them to discuss all the above and share the information through short class presentations.

Activity 7.2

- Ask the learners in pairs to tell each other the meaning of a community project is from their own understanding using the two terms; community and project.
- As they discuss, go around and listen to their definitions. Help them where necessary to come up with the right information.

Suggested answers to activities 7.1 and 7.2

Activity 7.1

The picture is a dump site and there are huge birds and people at the site. They all seem to be searching through the heap for things.

The health condition of the people leaving here is likely to be affected negatively as a result of the bad smell from the garbage and the birds which are likely to disperse the dirty litter when they fly to and from the dump site.

With this kind of environment, both clean water and recreational facilities are likely to be affected negatively.

Activity 7.2

A community project refers to a project meant for a specified community. This means that the project in question is based on that community to which it is being undertaken.

The question has no specific answer and therefore you will accept the answers from the learners based on how well they have defined community project.

Assessment Opportunities

Observation:

Observe the learners class activities and participation in class. Can they interpret the picture and identify its impact?

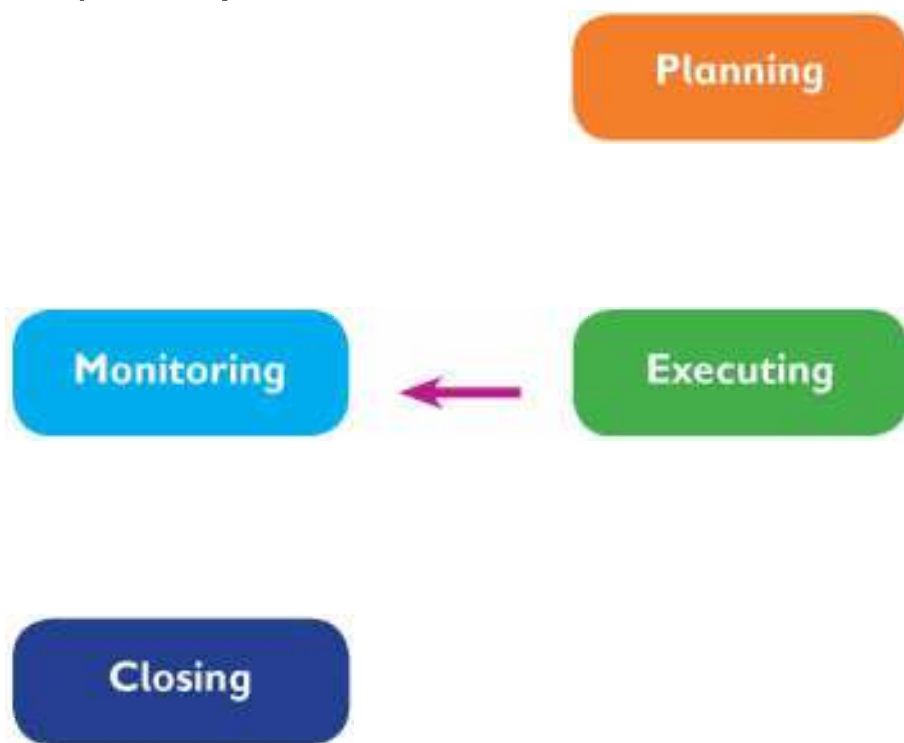
Conversation:

Talk to the learners to find out their understanding of the lesson. Can they define community project?

Product:

Go through their written answers.

Project cycle and process



Phases of a project.

Explain to the learners that a project has to undergo various stages before it is implemented.

Once they understand this, ask them to sit in their discussion groups to discuss the various stages or phases of a project. These are the initiation phase, planning phase, execution phase and close – out phase. You can tell them to use the information presented in of the learner’s book to enrich their understanding.

Insist to the learners the importance of what happens during each phase of the project. Make sure that they understand each phase.

Class Activity 7.3

Give the learners this project, ‘*tree planting project in school*’

Ask the learners to prepare for this project by outlining the phases of the project and what will happen during each phase until the project is implemented.

- Ensure all the learners participate actively in the project.
- You may seek help from the school administration and local administration to get seedlings.

Assessment Opportunities

Observation:

Observe the learners as they participate in the activity. Did they follow the guide of the project phases? Can they outline what happens in each phase?

Conversation:

Talk to the learners to find out their understanding of the lesson. Can they explain stages of a project, one after another?

Product:

Was the project a success?

Did they follow the right order of project phases?

Requirements to participate in a community project

Lead the learners in discussing the considerations for implementing a project.

Class Activity 7.4

Ask the learners to research and discuss why the requirements to participate in projects are important.

Assessment Opportunities

Observation:

Observe the learners class activities. Can they give the value of the community under study?

Conversation:

Talk to the learners to find out their understanding of the lesson. Can they explain skills for successful implementation of a project?

Product:

The learner should be able to spell out some of the roles they can play towards implementation of a community project.

Community project and active citizenship and the impacts of community project



School construction project. This is an example of social impacts of a project.

Explain to the learner why active citizenship is and how it is associated with community project.

Ask them to discuss various ways in which they can exhibit active citizenship through a community project.

Tell them to identify the impacts of a community project to the people. They should look at the impacts socially, economically and politically.

Activity 7.5

Ask learners to think of any community project within their locality that requires their active participation and discuss its value to the people of this community.

Ask them to write down the roles that they can play to ensure the successful implementation of the project.

Assessment Opportunities

Observation:

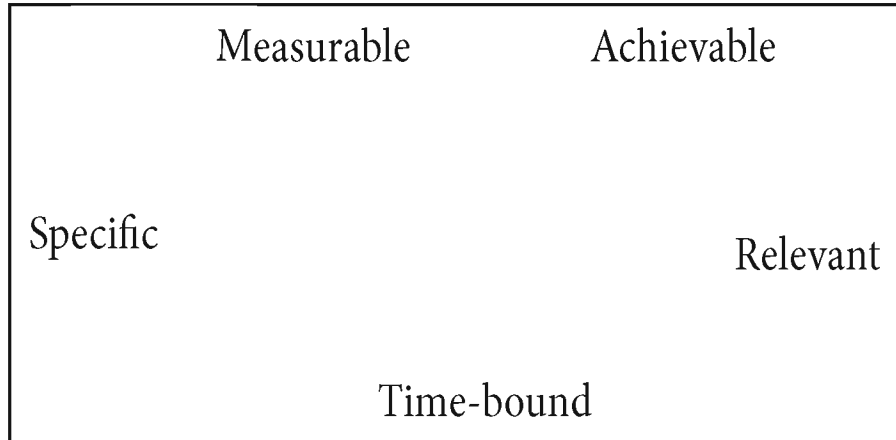
Observe the learners' class activities and discussion.

Conversation:

Talk to the learners to find out their understanding of the lesson. Can they identify the various impacts of community projects.

Product:

Look at their answers.

Significance of developing aims and objectives for a Community Project

Ask the learners to explore reasons as to why formulation of objectives for a community project.

Ask them to discuss activities that promote positive change in a community. In their discussion, ask them to explore strategies needed in community projects to make positive impacts on communities.

Class Activity 7.6

Ask the learners to discuss on the social impacts that a community project can have on the people.

Suggested answers to activity 7.6

Increased life expectancy among the community members.

- i) Reduced maternal and infant mortality rates among the community members.
- ii) Reduction in crime rates in a community.
- iii) Reduction of social inequalities like access to the basic needs such as schooling and health services.
- iv) Increased cohesion and unity among the people due to enhanced peaceful co-existence among the people.

- v) Improved quality of life and living conditions like for the refugees, displaced people due to natural calamities.
- vi) Improved housing, like for people living in slums due to upgraded households

Assessment Opportunities

Observation:

Observe the learners as they discuss. Can they give reasons why a community project is important?

Objectives should be formulated.

Conversation:

Talk to the learners to find out their understanding of the lesson.

Communication and Community project

Class Activity 7.7

Ask learners in their groups to discuss and write the definition of communication.

Ask them to tell one another the ways through which people can communicate during a community project.

Instruct them to think of ways that good communication can be enhanced during a community project.

How should the people communicate? How should information be handled?

Ask them to use the general guidelines to an effective communication presented in the learner's book to enrich their discussion.

Assessment

Conversation:

Engage the learners in conversations to help you gauge their understanding levels from what they say.

Product:

Read their answers.

Suggested answers to activity 7.7

1. Make communication a priority - communication should be the backbone of the project.
2. Don't assume you know everything – there is always a need to consult other than assuming that you know everything.
3. Keep things positive – always keep the information good and positive. Don't hide negative information but as well you don't have to give it to members who are worried about the progress of the project.
4. Switch up the communication channels – vary communication strategies from mails to face to face talks or even calls.
5. Keep updates timely and concise.
6. Develop a communication strategy.
 - Who needs to be informed?
 - What kind of communication will be required?
 - How frequently will communication be needed?
 - What details must be communicated?
 - Who needs to know what?

Summary of the unit

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

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