



South Sudan

Secondary Citizenship 3

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 3 syllabus as developed by Ministry of General Education and Instruction.

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

The Teacher's Guide provide:

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



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

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Citizenship

Teacher's Guide 3

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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.

The unit content has 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.

Learning outcomes

By the end of the lesson, the learner should be able to:

- Know opportunities for individuals and groups to bring about social change.
- Understand legal and human rights at National and international level.
- Explain the significance of media in the society.
- Work together to bring about social change.
- Know the risks surrounding HIV and AIDS and understand how the disease can be eradicated.
- Link environmental conservation and peace in the society.
- Be involved actively 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

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
- Learning activities
- Assessment

Specific Learning outcomes – This section has the learning objective related to the particular lesson according to the syllabus.

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**.

Assessment – This section contains suggestions that assess the lesson learning outcomes.

Teaching Methods in Citizenship

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

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

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

(i) Demonstration

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

(ii) Questioning technique

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

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

(iii) Role play

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

(iv) Individual work

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

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

(v) Discussion

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

An effective discussion is characterised by the following:

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

Note:

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

a) Schemes of work

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

b) Lesson plan

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

Grouping Learners

Grouping learners popular in 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 such factors as the task to be done, the materials, characteristics of learners in your class, size and the space available.

Teaching Resources

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

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

Improvisation

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

Assessment and Evaluation Methods

Competency Based Assessment

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

The assessment opportunities usable in citizenship secondary 1 include:

1. Observation
2. Conversation
3. Product

Conclusion

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

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

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

- Go through the expected learning objectives – this should help guide the manner of teaching.
- Read through the lesson in advance to get an overview of the content to be covered.
- Form a mental picture of the learning activities and the ways in which you will
- 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

Opportunities for Individuals and Groups to bring about Social Change

Learn about	Key inquiry questions
<p>Learners should become familiar with the variety of people in South Sudan by using a range of resources including maps, satellites imagery, other digital materials and 1st hand account to locate and demarcate geographical areas of the people of South Sudan. They should consider similarities and differences between cultures across the country. Learners should work in pairs to prepare a presentation to their peers about an aspect of culture that is similar or diverse across South Sudan. They should organise questions to ask others about their views and opinions of cultural traditions in South Sudan and be prepared to answer questions with relevant and factual explanations.</p> <p>Using what they find out about the people and culture of South Sudan, learners should work together to create activities and strategies that could unite people in a peaceful coexistence. Learners should find out about some of the methods and institutions that enable communities to organise themselves and make decisions such as the UN, UNICEF and some NGO's at a national and international level. They should recognize patterns of change in communities, cultures and places, and should explore how these have developed over time as a result of groups and individuals taking a leading role in social change.</p> <p>Learners should work together to build a 'tool kit' for identifying opportunities for groups and individuals to bring about social change. They could for example: provide some case studies of good practice; a list of organizations currently working in locally or in South Sudan; a sequence of actions that help people investigate the aims and purposes of organizations; a simple template to facilitate monitoring, evaluation and review of a project.</p>	<ul style="list-style-type: none">• What are the key features of successful social change?• What indicators are useful in identifying the need for social change in a community?• What strategies employed by voluntary organizations and individuals have the most positive impact on plans for social change?• In communities where there is peaceful coexistence, what are the most successful processes and systems that prevent conflict?

Learning outcomes

Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand how voluntary groups and individuals can bring about social change nationally and internationally. • Know how to identify important issues in communities. • Understand how to identify opportunities for voluntary groups and individuals to bring about social change. 	<ul style="list-style-type: none"> • Investigate cultural similarities and differences across South Sudan. • Compare and contrast the way communities communicate and are organized. • Explore and compare how voluntary groups and individuals bring about social change. • Evaluate the impact of voluntary groups and individuals on communities and plans for social change. 	<ul style="list-style-type: none"> • Appreciate the ability of voluntary groups and individuals to bring about social change. • Value diversity in South Sudan and respect the rights of people to express their opinions.

Contribution to the competencies:

Culture and Identity: Appreciate and contribute to the development of South Sudanese culture through developing and understanding of the opportunities to contribute to social change.

Critical and Creative Thinking: Evaluate different suggested solutions to social change. Plan and carry out investigations into the range of cultural traditions in South Sudan.

Links to other subjects:

Peace Education: Understand how people can work together to promote peacemaking.

Assessment Opportunities

Observation

Conversation

Product

An Outline for the learning

In this unit, learners will understand how voluntary groups and individuals can bring about social change. They will know how to identify important issues in communities and understand how to identify opportunities to bring about social change. Learners will also explore cultural differences in South Sudan, compare how voluntary groups bring about social change and evaluate impact of voluntary groups and individuals on communities and plans for social change.

Using the Student Textbook

Using the learners' texts, Activities and illustrations, they should be able to understand important issues in the society and explore opportunities for social change.

Guide the learners as they work in groups and pairs. They need your guidance to help them understand what to do and how to handle activities. You will also select the students to lead the others in presentation and ensure all of them have a role to play in their groups.

The student Competencies

Many opportunities for learners to think critically and creatively are presented in this unit. For example defending the answers they give, making comparisons and contrasts and interpretation of pictures.

Working in groups is a perfect avenue for the learners to co-operate and work as a team. Presentation of work enables them to communicate well. Lastly, the subject content identifies with the South Sudanese culture and identity, for example when learners have to compare the contrast cultures in South Sudan.

Social change

Class activity 1.1

Invite a resource person to the school to talk to the learners about the following:

- Similar cultures in South Sudan

- Different cultures in South Sudan
- Organisation of various communities

The resource person can be one of the parents or any person from the neighbourhood who has an understanding of the South Sudanese cultures.

Ask the resource person to use simple language and relevant examples to compare the different cultures among communities in South Sudan.

Learners to take note on the differences in the communities as they listen to the visitor.

Ask the learners to be attentive and ask questions where they are not comfortable.

- After listening to the resource person, ask the learners to discuss the way various communities are organised and how their cultures differ.
- In relation to the cultures discussed, help the learners define social change and discuss its characteristics.
- Ask the learners to seek more information from their parents about the cultures in South Sudan and how culture changes from time to time.

Assessment opportunities

Observation

Observe the learners during the talk by the resource person. Are they attentive? Are they taking notes of the culture similarities and differences?

Conversation

Talk to them at the end of the lesson. Do they understand Social change?

Product

Look at their work.

Can the learners define social change?

Do the learners know of the various cultures exist in South Sudan?

Are they aware of the characteristics of Social change?

Are they able to differentiate the various cultures in South Sudan?

Social Indicators in identifying need for social change

- The important thing is for the learners to understand the various indicators of social change in the society.

- Some of these indicators have been explored on page 2 of the learner's book.
- Ask the learners to go through as you help them to understand what the indicators are book.

Class activity 1.2

Pair the learners in class. From the list of social indicators, ask them to brainstorm on indicators that require social change in our country.

Ask them to highlight the roles they can play to bring about the changes they have mentioned.

Assessment opportunities

Observation

Observe the learners during the discussion. Are they aware of social change indicators in the society?

Conversation

Talk to them at the end of the lesson to find out how well they got the intended message from the lesson.

Product

Do the learners know of the various indicators of social change?

Can they identify aspects that need social change in the society?

Suggested answers to activity 1.2

Some Indicators that require social change in our country

- Birth rate
- Poverty levels
- Unemployment
- Health services

Strategies employed by Individuals and organisations to impact on social change



A doctor offering medical services in a local set-up.

Ask the learners to brainstorm the various ways organisations and individuals can use to impact on social change.

Lead them through explanations on the points presented on **page 3** of the learner's book.

In their discussions, ask them to think of other ways other than the ones in their book and discuss them.

Walk around the groups and answer any question that you may be asked by the learners. Look at their work and ask them questions.

Class activity 1.3

In groups, ask the learners to visit the school library and research on other strategies used to improve our society by the government. If they don't have access to a library they can use other resources available for example asking local people.

Ask them to discuss how the government co-operates with other organisations to promote social change.

Possible answers to the research activity 1.3

- Providing a friendly environment for the organisations to work in.
- Making relevant laws for operation of these organisations.
- Enlightening the citizens on the importance of such organisations.
- Partnering to provide the essential requirements to effect social change

Ask the learners to make short notes on their research that they will use to make presentations in the next lesson.

Assessment opportunities

Observation

Observe the learners as they discuss. Do they understand the strategies?

Conversation

Talk to the learners. Do they see the need of government co-operation in bringing about social change?

Product

Read their answers.

How voluntary groups and individuals can bring about social change nationally and internationally



The church is instrumental in bringing about social change.

The key is for the learners to understand and appreciate the role of voluntary groups and individuals to bring about social change both at national and international level. The voluntary groups play a transformational role in the society.

Ask the learners in pairs to mention some of the organisations and even individuals working in their community (churches, NGOs, Muslim groups, civil society groups among others).

Guide the learners to read and understand how father John Lee contributed to bring about social change in South Sudan.

Class activity 1.4

From the information about Father Lee, ask the learners to discuss in groups how his activities led to social changes in South Sudan.

Ask them to write what they can learn from Father Lee as far as social change is concerned.

Possible answers to activity 1.4

- Father Lee's work as a doctor improved the health of the people of South Sudan
- He constructed schools which improved the education of the people of South Sudan.
- When he taught children music and even started a music band, he promoted social change through the songs sung by the band.
- Father Lee made sandals for the people suffering from leprosy; he spent time with them showing total love for this people. Such acts promote social change by encouraging people to care for one another in the society.

Assessment opportunities

Observation

Observe the learners as they discuss. Do they understand how voluntary groups work towards social change in the society?

Conversation

Talk to the learners. Can they point out Father Lee's contribution to social change in South Sudan?

Product

Read their answers.

The Non-Governmental Organisation's key contributions to bringing social change



A temporary UNICEF camp facility in South Sudan for humanitarian assistance.

The key is for the learners to understand how various NGOs play roles in bringing about social change.

Ask learners to read the text in the learner's book for more understanding.

Activity 1.5

Ask the learners in pairs to list the international organisations working within their local community.

Let them write the roles they can play towards assisting the NGOs to successfully bring change to the communities.

Activity 1.6

Using the picture on **page 10** of the learner's book, the learners should identify what is happening in the picture.

Ask them to explain how the activities in this picture promote social change. Ask them to as well suggest ways in which NGOs and international organisations would partner with the government to improve the lives of the South Sudanese people.

Suggested answers to Activity 1.5

- The United Nations International Children's Emergency Fund [UNICEF]
- World food program [WFP]
- United Nations High Commission for Refugees [UNHCR]
- World Vision international
- CARE
- Oxfam
- International medical corps among others

Possible answers to activity 1.6

What they can see;

- Someone taking care of crops.
- Healthy crops
- A farm of groundnuts

How the government can partner with organisations to improve social lives.

- i. Initiating projects like water, health and education projects.
- ii. Through various educative programmes
- iii. The government can provide working environments for these organisations

The activities above improve the lives of citizens by:

- Provision of employment
- Increased food production
- Growth of economy
- Imparts skills to the people

Assessment opportunities

Observation

Observe the learners. Do they understand roles played by NGO's in social change?

Conversation

Talk to learners. Can they suggest ways to help NGOs improve their performance?

Product

Look at their group findings.

Activities and strategies that unite people in a peaceful co-existence

In pairs, ask the learners to share with each other how they can play a role in promoting peace within their communities.

After the short pair work, ask the learners to think of activities and strategies that can be key to ensure unity of people. They should discuss and point out some of them.

Class activity 1.7

Ask learners to write on manila paper a list of all those factors they believe promote national unity. If the learners have access to a copy of the constitution, they can use it to identify some of the factors.

Go round and help them get started; They should write all the factors they are aware of.

During the class presentation of these factors by each group, lead the learners in collecting the correct factors from all presentations. Let the learners combine them on one manila paper and hang them on the class wall.

Possible answers to the activity 1.7

- i. The presidency
- ii. The constitution
- iii. Sports and games

- iv. National language
- v. Equal distribution of national resources
- vi. National holiday

Assessment opportunities

Observation

Observe the learners in their pair and group discussion about the factors promoting unity. Do they know them?

Conversation

Talk to learners. Can they explain peace strategies?

Opportunities for individuals and groups to bring about social change

The key is helping the learners to know opportunities that can help individuals to bring about social change.



Ask the learners to study this illustration which is found on **page 13** of the learner's book.

Class activity 1.8

Ask them to identify the activities taking place in the picture.

Ask them to share their thoughts in their groups about how this activity in the illustration can bring change in the society.

Ask them to think on their own what other activities can lead to social change in the society.

Ask them to make point notes which they will use to make short presentations. Active involvement by every learner should be emphasised.

Probable answers from the learners on Activity 1.8

What is happening in the picture?

- i.** A road under construction
- ii.** Moving vehicles
- iii.** Improvements being made on the road

This work in the picture can bring about social change through the following ways:

- Faster movement of people from place to place
- Creation of employment
- Reduced road accidents

Easier response to emergencies.

Assessment opportunities

Observation

Observe the learners during discussions and presentations. Do they have confidence in presenting their answers? Is their work correct?

Conversation

Talk to learners as you go round the groups. Are they acquiring the required competencies?

Summary of the unit

South Sudan is a country of diverse cultures. Some cultures are similar while others are different. It is important to understand and appreciate our cultures as citizens of South Sudan. Through these cultures, it is possible to have a single knit country which is united regardless of the cultural differences.

Through unity, social change can come about as a result of co-operation with various local organisations, non-governmental organisations and international organisations.

These groups in collaboration with the government can provide a healthy environment to bring about social change.

The social change is crucial in uplifting of lives of citizens through employment, infrastructure development, food production from agriculture, improved health and empowerment to create more awareness.

All these will go a long way in promoting peace and economic development.

Unit 2

Legal and Human Rights at a National and International Level

Learn about	Key inquiry questions
<p>Learners should recap on what they know about how the parliament is formed and how this affects the way that decisions are made and upheld. Learners should consider how the courts work with parliament to uphold human rights, distinguishing this from civil rights which refer to their rights as citizens rather than their rights as human beings. Learners should reflect upon their civil rights and discuss the related responsibilities and duties such as voting and how they live in South Sudan.</p> <p>Learners should explore the creation of political parties and their role in parliament and the responsibilities that they have to their respective constituencies. They should consider the role of civic leaders and explore how they can work together to promote peace. Learners should explore in detail the Human Rights Act of 1948 and consider how human rights play a part in everyday life. They should explore situations where the rights of an individual might conflict with the rights of a group as a way of beginning to understand how conflict can arise between sections of this act. They could consider how to balance conflicting rights in situations where there may be no single correct answer. To do this they should analyse recent conflicts in their state or country and begin to make judgments about decisions that were made that had a detrimental impact on the peace-making process.</p> <p>Learners should explore the nature of rules and laws and the justice system, including the role of the police and the operation of courts. They should look for examples at a national and international level where human and civil rights have been at the centre of debate. Learners should learn from the way that evidence was interrogated in order to establish a final verdict and they should consider the impact of decisions made on individuals, communities and the wider world of citizenship.</p>	<ul style="list-style-type: none">• What are the roles and responsibilities of the parliament government and the courts?• What are the roles of the citizens in their own government?• Why is it important for each citizen to vote?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know about the formation of political parties and the election of the members to the parliament. • Understand how civic leadership can work together to promote peace • Understand how civic leadership can support conflict resolution. • Know about the differences between civil and human rights. 	<ul style="list-style-type: none"> • Explain the differences between the roles and responsibilities of the government and the courts. • Be able to differentiate between citizen rights and duties according to the constitution. • Explore the implications of the differences between human and legal rights. 	<ul style="list-style-type: none"> • Appreciate the value of elections. • Respect the constitution and rule of law. • Value discussions about duties to the nation such as paying taxes and serving in the military.
<p>Contribution to the competencies:</p> <p><u>Co-operation:</u> Learning how to co-operate with each other as a global citizen with equal human rights. Negotiate and use strategies to resolve conflicts and disputes.</p> <p><u>Critical and creative thinking:</u> Plan and carry out investigations, interrogating evidence about human rights.</p>		
<p>Links to other subjects:</p> <p><u>Peace Education:</u> Learning to work with each other as global citizens.</p>		

Assessment opportunities

- Observation
- Conversation
- Product

An Outline for the learning

In this unit, learners will be able to learn about formation of political parties in South Sudan. The elections for holders of various elective posts. They will also learn about civic leadership and how it promotes peace, and support conflict resolution. They will as well learn about human rights.

Using the Student textbook

Learning texts, activities, illustrations and charts are among the information presented in the student's book. By using this information, the learners will be able to explain differences between roles and responsibilities of the government and the courts, differentiate between citizen rights and duties and explore implications of the differences between legal and human rights.

The student Competencies

Critical and creative thinking, this is through interpretation of pictures and explanation of reasoned answers.

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

Cross-cutting issues

The unit contributes to patriotism and peace education.

Creation of Political Parties



People at a political rally.

Ask the learners to identify any political party they are aware of in South Sudan. They should identify the ruling party of the country and the official opposition party.

Ask them to discuss the various roles played by political parties in the country. Go round from group to group and check on the discussion progress. The key is for the learners to understand how political parties are formed and their role.

Class Activity 2.1

Ask the learners to remind each other of the various rights and freedoms of the citizens of South Sudan that they can recall as studied in secondary One and Two.

Ask them to say what they think would happen if these rights were not there. Ask them to discuss the roles played by the government towards promoting these rights

Activity 2.2 and 2.3

In activity 2.2, ask the learners who have ever attended a political rally to explain to the others what happened. If none has, let the learners talk in pairs what they think happens during such rallies.

Ask them to make written suggestions about what they believe can improve political rallies in terms of their roles.

In activity 2.3, ask the learners to discuss challenges that political parties face in South Sudan.

Suggested answers to the Activity 2.1

What would happen if these rights were not there?

- a) Anarchy – state of lawlessness.
- b) War/ bloodshed
- c) People would not own property
- d) It would be difficult to have a country

Any relevant answer from the learners

Suggested answers to activity 2.3

Challenges facing political parties in South Sudan

- Lack of funds to run their activities
- Low membership
- Little publicity by the media especially to the opposition parties

Assessment opportunities

Observation

Observe the learners as they tackle the discussion questions. Do they have information about political parties?

Conversation

Talk to learners. Are they aware of the roles of political parties?

Elections in South Sudan



Honourable MPs at the National Assembly.

Ask the learners to look at the work to do questions on **page 17** of the learner's book. Ask them to discuss the questions on how leaders close to them are elected. This will help them understand well the procedure of choosing leaders.

Ask them to think of ways an elected member of parliament may lose his seat. On this, help them understand what a by-election is and circumstances under which it can be held.

Guide the learners through the qualification for being elected as a member of national assembly.

Class activity 2.4 and 2.5

Ask the learners to make a list of all constituencies found in the state that their school is located.

Ask them to write the names of the members of parliament representing each of the mentioned constituency that they wrote down.

Are there any female members of parliament in the list of written? Ask learners to suggest ways that they think can promote gender balance in representation in parliament.

Ask the learners to ask their parents when they go home about the number of women members of parliament in the current South Sudan parliament. Let them give you the feedback during the next lesson.

Assessment opportunities

Observation

Observe the learners. Do they know when an elected member can lose his or her seat?

Conversation

Talk to learners. Do they understand the election processes?

Product

Check their work.

Roles of Parliament

The key is for learners to understand the work of the parliament.

Ask them to look into the roles of the national legislature. They can use some of the information on **page 21** of the learner's book for their discussion.

Class activity 2.6

Choose one learner to lead the others in a class discussion activity. Ask him to lead the others in discussing the roles of parliament that have direct impacts on their daily life.

Ask them to discuss the roles they have identified above and how they affect their lives.

Lead the learners to look into the executive and its composition:

- The president
- The vice president
- Ministers
- Deputy Ministers

Role played by parliament and executive in promoting these rights.

Suggested responses to Activity 2.6

Role played by parliament and executive in promoting these rights.

Parliament

- Making relevant laws.
- Discussing in its sessions incidences where these rights have been violated.
- Ensuring people in charge of the bodies that run these offices are of integrity and competent.

Executive

1. Respecting these freedoms and rights.
2. Protecting citizens against violation of this right.
3. Coming up with proper policies in line with what parliament has proposed.
4. Respecting the constitution as the custodian of Bill of rights.

Assessment opportunities

Observation

Observe the learners discussing the roles of legislature. Can they give any?

Conversation

Talk to learners. Do they understand the national legislature and its composition?

Product

Look at their group work. Do they have different roles of parliament or the same?

The president

Ask the learners to share in pairs who the current president of South Sudan is and the party with which he was elected.

Ask them to share through discussion the qualifications for one to be elected as the president of South Sudan.

Ask them how long a presidential term takes before another election can be held.

Ask them to look through the functions of the president as written in the learner's book on page 22.

Class activity 2.7, 2.8 and 2.9

Ask the learners in their groups to come up with a presidential speech about role of promoting peace.

Ask the learners to identify some of the international meetings that our president normally attends to represent the people of South Sudan.

Ask them as a class to tell you how the president of South Sudan helps to ensure protection of the rights of the people.

Suggested responses to Activity 2.8

a) International meetings attended by the president

The United Nations Assembly (UN).

The African Union heads of state meeting (AU).

Inter-governmental Authority on Development (IGAD).

The Common Market for Eastern and Southern Africa (COMESA).

How the president ensures the protection of the rights of people-Activity 2.9

- Swears to protect the people of South Sudan.
- Respects the constitution which is the pillar of human rights.
- Appoints responsible persons to his or her offices that protect these rights.

Assessment opportunities

Observation

Observe the learners discussing the roles of the president. Can they identify some?

Conversation

Talk to learners. Do they understand the functions of the president?

The Vice president and the Council of ministers



His excellency Dr. James Wani Igga - Vice President of the republic of South Sudan.

Ask the learners in pairs to discuss who the vice president of South Sudan is. Ask them to find out the number of ministries that the government of South Sudan has. Ask them to outline the functions of the vice president and the functions of the council of ministers.

Ask them to look into the functions of ministers and the circumstances under which office of a minister and deputy minister may fall vacant.

Class activity 2.10 2.11

Lead the whole class in discussing the circumstances under which the office of the vice president can fall vacant.

Use question and answer method to carry out the activity. Encourage the learners to ask you questions where they haven't understood. Ensure active participation by all learners.

Suggested responses to Activity 2.10

In groups, examine the roles of ministers in our country

- Planning and administration of South Sudan.
- Links the National government to the states.
- Formulating and implementing national policies.
- Approving general policies by respective ministers.
- Discussing and initiating reports about the executive and ministries.

Assessment opportunities

Observation

Observe the learners discussing the roles of the vice president. Do they understand their roles?

Conversation

Talk to learners. Do they understand the functions of the vice president and council of ministers?

Product

Look at their work.

Ministers

Activity 2.12, 2.13

Ask the learners to read carefully through the statements in Activity 2.13. Let them comment on them by writing true if they agree with the statement or false if they don't agree.

In activity 2.14, ask the learners to research and establish the total number of ministers in South Sudan and write them against the ministries that they head.

The Judiciary

The Supreme Court and its functions



Ask the learners in pairs to identify the types of courts found in South Sudan. As they discuss, ask them to draw a structure (flow chart) showing the Courts from the highest to the lowest.

Ask them to look at the Supreme Court in terms of its composition and functions. The key is for learners to understand the court system and how it works.

Class activity 2.14

Ask the learners to read the media extract on page 28 of the learners book. Read the extract with them.

After reading, they should look at the picture and try to understand what is happening and answer the questions below the story:

What is happening in the picture?

What is the task ahead of the Supreme Court judges being sworn in?

Suggested responses to Activity 2.14

What is happening in the picture

- These are judges of the Supreme Court being sworn in.
- The president can be seen together with the chief justice.
- They are four in number.

The tasks a head of judges being sworn in

- Interpreting the constitution.
- Determining the constitutionality of laws.
- Reviewing death sentences.
- Promoting human rights.

Assessment opportunities

Observation

Observe the learners discussing the roles of the Supreme Court. Do they understand them?

Conversation

Talk to learners. Do they know the Judiciary and its composition?

Product

Look at their group work.

The Court of Appeal, High Court and County Courts

Ask the learners to study the functions of the Appeal court, High Court and help them to go through information in the learner's book about these courts.

Class activity 2.15

Look for some newspapers of the past dates from the library. If any are available, ask the learners to scan through and find articles about the Courts. Learners can use other materials available for the research.

Let them read the articles and compare with what they have learnt about courts.

The learners should be able to pick any information regarding the courts

These include:

- Any court case.
- Election case
- Criminal case
- Civil case
- Economic crimes case

They should give comparison from the newspapers with what they have learnt in class.

Assessment opportunities

Observation

Observe the learners discussing the roles of the High Court. Do they understand any?

Conversation

Talk to learners. Do they know the roles of the lower courts?

The role of Police in Court Operations



Police officers.

Explain to the learners that the constitution of the Republic of South Sudan recognises the National Police Service. The constitution outlines the functions of the police.

Ask the learners to discuss the general roles of the police service and the roles of the police in the courts.

Class activity 2.16

Organise the learners for a role play presented on page 26 where a police officer is arresting a suspected robber. Ensure the rights of the person being arrested should be observed.

The characters for the play should willingly volunteer.

Suggested answers to Activity 2.16

These rights are:

- a) Reasons for the arrest.
- b) The right to access a lawyer.
- c) Need to remain silent.
- d) Right to make phone call to relatives.

Assessment opportunities

Observation

Observe the learners discussing the roles of the police. Do they understand roles of police?

Conversation

Talk to learners. Do they understand how the police relates with the courts?

Role of Citizens in their Government

The key is for the learners to understand roles that a citizen should play in their own government.

Ask the learners to discuss in groups the roles citizens can play in their government. What can they do as individuals to help their government?

Ask them to refer to their secondary 1 notes on importance of voting and discuss them. Let them tell each other the problems that people encounter during voting.

Define for them civil rights. Ask them to differentiate a civil right from a human right which they already know. They can also give examples of civil rights.

Ask each group to produce a representative who will present the findings of the group briefly as the rest of the class asks questions.

Some of the civil rights enjoyed in their country

- Right to vote.
- Right to freedom of religion thought and conscience.
- Right to have a name after birth.
- Right to access information.
- Right to have freedom of expression.

Activity 2.17

Ask the learners to explain why human rights are important and how awareness can be created to the people about their rights.

Suggested answers to activity 2.17

Human rights protect us from harassment of all kinds

They enable us to express ourselves freely and give opinions.

They protect our lives.

Accept answers from the learners that explain how each right is important

Assessment opportunities

Observation

Observe the learners discussing roles of citizens. Do they know them?

Conversation

Talk to learners. Do they understand their roles as citizens in the government?

Product

Can the learners state a few roles they can play in their government?

Importance of Human rights in our daily life

Since the learners have background information about human rights, ask them through a question and answer method to tell you the importance of human rights.

Ask them to discuss how civic leadership can promote peace. Let them use the roles played by civic leaders to help them identify ways through which peace can be promoted.

Class activity 2.18

Give a few learners a chance to narrate to the rest of the class incidences they have experienced involving civic leaders and how peace was promoted. Others can talk of instances where conflicts were resolved by civic leaders. Use the stories shared by the learners to explain how important civic leadership is in promoting peace and cohesion.

Suggested answers to Activity 2.18

Learners should talk of:

- Public meetings to promote peace.
- Talk shows in radio stations to promote peace.
- Creating awareness on peace during important community ceremonies.
- Public rallies during political campaigns.
- Reconciling warring community after cattle raiding.

At the end of the lesson, ask them to seek more information about civic leadership and peace.

Assessment opportunities

Observation

Observe the learners discussing importance of human rights. Do they understand the usefulness of these rights?

Conversation

Talk to learners. Do they know ways in which civic leadership can promote peace?

Product

Can the learners explain how important human rights are?

How Civic Leadership can support Conflict resolution

From the previous lesson, let the learners present their findings from what they asked from their parents and peers.

Allow a few questions from the class to the presenters.

Class activity 2.19

Organise the learners to role play a public education forum where a civic leader is addressing the people. The civic leader should volunteer himself or herself while the rest of the class will listen to him or her address them.

The speaker in his speech should talk about the following:

1. Dangers of conflicts
2. Ways of preventing conflicts
3. Advantages of a peaceful society

Suggested answers to Activity 2.19

Advantages of a peaceful society

- Stable politically.
- Ability to grow economically.
- Has national unity.
- Respected by neighbours.
- Any other relevant answers.

Dangers of conflict

- Suffering and misery
- Economic decline
- Poverty
- Insecurity

Ways of preventing conflicts

- Preaching peace
- Equal distribution of national resources
- Tolerance of different culture

Assessment opportunities

Observation

Observe the learners' discussions and role play. Do they know dangers of conflict?

Conversation

Talk to learners. Do they understand advantages of a peaceful society?

Product

Read their answers.

Summary to the unit

The unit looks broadly at elections in South Sudan. This includes elections of members of legislative assembly and the president. It further explores the functions of the president, the vice president and the council of ministers.

The roles of citizens in the government are looked into as well as the civic leadership.

The unit seeks to instill civic knowledge to the learners. They are able to understand their government. It instills in them patriotism and peace education which is key to a peaceful life in South Sudan.

Learn about	Key inquiry questions
<p>Learners should investigate how the media presents different issues and views and how it can be used to promote causes and campaigns. Learners should consider its and its role in publicising other events also including sport, culture and other community activities. Learners should work together to explore what strategies are employed by various types of media. They should talk to a range of people about how they are affected by specific examples of advertising, news reports or internet campaigns for example in order to understand the influence of media.</p> <p>Learners should develop their understanding of media as a powerful instrument in influencing public opinion, helps citizens to understand the political, social and economic environment of South Sudan. Learners should develop their ability to recognise situations where citizen's need to resist being misled by the media. Learners should consider questions such as whether individuals should be protected from the media with a 'right to privacy' and link this back to work they have done on Human Rights. Learners should work towards demonstrating advanced research and analysis skills that enables them to explain why the same story may be presented in very different ways by different media. They should use their knowledge to investigate bias or the misleading use of statistics for example.</p> <p>Learners should understand and further explore how the mass media environment is liberal and democratic and regulated by law.</p>	<ul style="list-style-type: none"> • What is the role of media in society? Has this changed over time? • In examples where the media has had a significant influence over public opinion, what were the key strategies employed to do so? • Why is it important for citizens to be able to recognise when the media influencing public opinion?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know and understand the importance of free and responsible press. • Understand the media's (including the internet) role in society. • Know how the media provides information and form opinion. • Understand that citizens can be manipulated by the media. 	<ul style="list-style-type: none"> • Explore ways of helping citizens resist manipulation by the media. • Investigate ways in which the media has brought about social and political change. 	<ul style="list-style-type: none"> • Appreciate the value of free press communicating ideas. • Respect the role of the media to promote peace in society. • Enjoy the role of the media to entertain.
<p>Contribution to the competencies:</p> <p><u>Critical and creative thinking:</u> Plan and carry out investigations into the effectiveness of press</p> <p>Campaigns Sort and analyse information in the press to come to conclusions about their key messages. Evaluate different solutions presented by the media, challenging bias and assumptions.</p>		
<p>Links to other subjects:</p> <p><u>English:</u> Understand and interpret text in familiar specialized context. Report back if required.</p>		

Assessment opportunities

Observation

Conversation

Product

An Outline for the learning

In this unit, the learners are going to understand the importance of a free and responsible press. They will explore the role of the media in the society. They will then be able to form opinion from the information by the media. The topic also provides opportunities for the learners to understand that the media can also manipulate people.

Using the student textbook

The book contains knowledge rich information expressed both in text, pictures and even tables. Guide the learners through this information so that they can attain the learning outcomes. Group the learners so that with your guidance they can discuss and be able to understand various aspects of the media. They should be able to investigate how media can bring about both political and social change among other things.

Guide them with the activities provided in the books which are key to learning.

The student Competencies

By giving reasons for answers and interpreting statements, learners get the opportunity to think creatively and critically.

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

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

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

What is Media?

Ask learners in pairs to discuss the meaning of media, mass media and mass communication.

The key is for the learners to understand the various types of media and their functions in the society.

Class activity 3.1

Ask the learners to read through the following list activities in groups.

- Read a newspaper's news item
- Listened to music on a radio
- Heard an announcement over the radio
- Watched a T.V program
- Searched for information from the internet
- Seen an advertisement on a billboard

Explain to them that all these statements require media.

The media can be:

- Newspapers
- Radio
- Television or TV
- The internet
- A billboard

Ask them which activity from the list that they have ever engaged in. Listen to their answers and tell them that if they have been involved in any, then they have been served by media.

Ask them to read through the list again and point out which media they can identify.

Explain to them the meaning of the words they discussed at the beginning of the lesson.

Activity 3.2

The learners are expected to go through the word puzzle in this activity and identify various types of media from it.

Here are the answers for your guide.

T	Y	X	T	W	I	T	T	E	R
T	E	L	E	V	I	S	I	O	N
E	B	D	C	A	R	E	F	T	X
N	E	W	S	P	A	P	E	R	S
R	V	Y	P	T	D	A	R	S	P
E	C	A	L	T	I	B	G	I	T
T	Q	X	V	J	O	K	L	M	N
N	B	I	L	L	B	O	A	R	D
I	C	O	M	P	U	T	E	R	O

Assessment opportunities

Observation

Observe the learners' discussions. Are they identifying the correct media?

Conversation

Talk to learners. Do they understand what media is??

Product

Look at their work.

Types of Media



A television set is one of the electronic media.



A radio is an example of electronic media.

From the list they read in the activity of last lesson. Ask the learners to identify the following types of media:

- Print media

- Social media
- Electronic media

Ask them to discuss more examples of the media mentioned above.

Home activity 3.3

Activity 3.3

Ask learners to find out the following in their local areas.

1. The most widely read newspaper, any foreign newspapers and magazines available, FM radio stations
2. Ask them to look for people they know, who are connected to any type of social media. Let them ask these people how the social media work.
3. Ask them to share this information when they get back to school.

Assessment opportunities

Observation

Observe the learners' discussions. Are they able to give correct examples of media?

Product

Look at their work. Did they come up with the type of media asked in the questions?

Media in South Sudan and Functions of the media



A South Sudan journalist during an interview.

Begin the lesson with a short presentation by the learners from the last lesson. Let them share the information they explored in the home activity.

Ask the learners in their groups to discuss and identify some of the media that exists in South Sudan. Let them mention the radio stations, television networks and newspapers.

Class activity 3.4 and 3.5

1. Ask the learners to make a list of different forms of media that serve them. They should also discuss how these media serve other people in the society.
2. Ask the learners as well to discuss how educating, informing and entertaining media is.
3. Ask them to share the information through brief presentations

Suggest answers to Activity 3.5

1. Forms of media that serve them
 - Newspapers
 - Magazines
 - Television
 - Billboard
2. How educating, informing and entertaining media is.

Gauge according to the learners explanation and guide others accordingly.

Explain to the learners the three main functions of media:

- Entertaining
- Educating
- Informing

Class activity 3.6

Ask the learners to imagine being a local leader and write an article that should appear in the local newspaper. The article should be teaching the people on importance of paying taxes.

Suggested answers to Activity 3.6

Composition of the article should be on:

Benefits of paying taxes

- It is an economic duty of a citizen.
- To help the government run its services.
- To help the government cater for the essential services like paying salaries.
- So as to have infrastructure like roads, electricity upgraded.

Assessment opportunities

Observation

Observe the learners' work. Are they getting the correct concepts of the lesson?

Conversation

Talk to learners and find out whether they have understood the functions of the media.

Product

Can the learners make use of media properly?

Importance of media

Ask the learners to share information from their articles of the home activity. Sample a few of the articles and read to the class. Encourage the learners to exchange their articles and read.

Ask the learners to think of how important ways in which the media is important. Ask them to outline some of them by writing them down.

Class activity 3.7 and 3.8

- Ask the learners to make a list of how people in their local areas have benefited from the informing, educating and entertaining roles played by the media.
- Ask them to identify which media they think best serves the people in their local areas.
- Let them identify some of the challenges that make it hard for people to benefit from the media.
- Ask them to think of ways that such challenges can be overcome. If they were in leadership positions, how would they deal with these challenges?

Suggest answers to Activity 3.7

- a) How people have benefited from informing, educating and entertaining roles of the media
- Knowing various opportunities on education locally and internationally.
 - Getting news from various regions in the country
 - Getting music from various individuals as entertainment.
 - Getting knowledge and insights from newspaper articles.
 - Getting to know availability of economic opportunities.
- b) Let the learners say the media they relate with most.
- c) The challenges include:
- i. Poverty
 - ii. Illiteracy
 - iii. Some media is very expensive
 - iv. Lack of electricity in remote areas
- d) How to deal with the challenges
- Provide education to all
 - Rural electrification
 - Reduce taxes on some media commodities
 - Economic empowerment of citizens

Ask them to share their information through brief presentations.

Assessment opportunities

Observation

Observe the learners' work. Can they give importance of media?

Conversation

Talk to learners. Which media do they relate with most?

Product

Can the learners make use of media properly?

Negative influence of the media

The key is for the learners to understand how media can affect people negatively.

Class activity 3.9 and 3.10

Ask the learners to discuss in their groups examples of incidences where media has manipulated or misled people.

Ask them what the consequences of that media manipulation were.

Let them make class presentations to share the whole information with the whole class.

Ask them to explain the effects of fake news.

Let them also suggest ways that can be used to combat negative media.

Ask the learners to identify more negative influences of the media to the citizens. Let them write them down and share with the rest of the class.

Ask them to suggest ways such influences can be overcome by the society.

Assessment opportunities

Observation

Observe the learner's work. Do they understand how negative media can be?

Conversation

Talk to learners. Have they experienced negative side of media?

Product

Listen to their answers.

Protecting citizens from the negative influence by media



South Sudan journalists.

The key is to enlighten the learners about the negative influences of media and why citizens should be protected from negative media.

Class activity 3.11

Ask the learners to discuss the following issues and give ideas in favour of or against each.

- In order for media to operate well, it should be allowed to work in a free environment. This means it should operate freely without any barriers. However at the same time the people need to be protected from negative influence of the media. Should media freedom be limited?
- Right to privacy is a human right. At the same time the media has a duty to report news or inform us. Should the media be restricted from reporting on private issues?

Suggested response to Activity 3.11

Should the freedom of the media be limited?

The media's freedom is enshrined in the constitution. The media should act responsibly in their reporting without favour. It should be transparent and accountable, if not; its freedom should be limited.

Should the media be restricted from reporting on private issues?

The constitution provides for the right to privacy. Proper channels should be followed by the media before reporting on private issues of citizens. This should all be in accordance to the law.

Ask them to share through brief presentations why they have given ideas either in favour of or against.

Assessment opportunities

Observation

Observe the learners' work. Do they understand what media should or should not report?

Conversation

Talk to learners. Are they aware of how they can avoid media manipulation?

Product

Look at their work.

Can the learners make good use of media?

Summary of the unit

The unit explores the various types of media and their role in the society. It also digs into the influence of the media to the citizens both positively and negatively. It advocates for protection of citizens from manipulation by media and the need of a responsible media.

This is an informative topic that teaches the learners about how to acquire information from the media. Communication skills can be enhanced from this topic among other skills.

Unit 4

Working together to bring social change

Learn about	Key inquiry questions
<p>Learners should revisit what they have already learnt about how a range of individuals and groups have achieved changes in social structures, systems and in some cases policy. Learners should discuss features of these changes and evaluate together key activities, communications and planning that were integral to the success of social change. They should research examples of effective team work, analyzing the evidence for these judgments.</p> <p>Learners should work together to explore issues that are important to and in their local community including their school. They should build a plan for local people to work together to bring about change in a sustainable way. Learners should plan an opportunity for local people and/or learners in their school to meet and discuss a range of issues that are of some concern. Learners should plan this meeting carefully in order to prepare visitors adequately, setting clear aims for the meeting and ensuring that ideas for change are actionable and measurable. Learners should consider who the key partners and leaders are in the community and consider how these people can help to deliver and promote these social changes.</p> <p>Learners should prepare a presentation for their meeting to explain to others what they are aiming for giving a few well-chosen examples of where social change has had a positive impact on communities. Learners should explore what it means to be an 'active listener' and prepare materials that allow them to record ideas for change and how they might be achieved. Learners should then plan and carry out a small programme or project together that continues to empower members of their community. They should do this by communicating effectively, clearly defining and sharing roles and responsibilities and by monitoring progress rigorously in order to change plans where necessary. At the end of their project, learners should explore the possibility of sharing what they have learnt about community projects and team work with another school nearby.</p>	<ul style="list-style-type: none">• What aspects of team work are particularly important to bring about social change?• What evidence do you have for existing effective teamwork in your community?• What aspects of social changes are common in South Sudan?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know about some opportunities for groups and individuals to bring about change locally. • Understand some of the main reasons for the need for social change. • Know how to compare strategies for engaging people in projects to bring about social change. 	<ul style="list-style-type: none"> • Investigate local examples of projects and activities that have brought about Social Change. • Compare and analyse planning and evaluation strategies locally for projects aimed at bringing about social change. 	<ul style="list-style-type: none"> • Appreciate the need for team work in bringing about social change. • Respect the rights of others to express opinions about the way they live. • Care for the community in which you live, including your school.
<p>Contribution to the competencies:</p> <p><u>Critical and creative thinking:</u> Plan and carry out investigations into social changes and identify key features.</p> <p><u>Communication:</u> Read and comprehend a range of resources to describe social change. Speak clearly to communicate to others coherently about examples of social change.</p>		
<p>Links to other subjects:</p> <p><u>Peace education:</u> Understand how civic leadership and communities can work together to promote peacemaking and conflict resolution.</p>		

Assessment Opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

In this topic, learners will learn how to work together to bring change in their communities and across the country. The learners will be guided to understand the meaning of terms such as change and aspects of change. The topic will help the learners to identify the changes that they encounter in their community and help him to know the impacts of these changes both positively and negatively.

Using the Student textbook

The unit has a range of information ranging from text, activities and pictures. Use this information in guiding the learners. Help them in their group or pair work activities so that the learning proceeds well. Guide them to investigate local examples and activities that have led to social change, appreciate the need for teamwork in bringing about change among other things presented in the unit.

The Student Competencies

This unit has different opportunities for critical and creative thinking as learners are expected to think imaginatively, innovatively and broadly to evaluate and find solutions to problems around them.

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

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

The content under study gives the learners the chance to understand who they are as citizens of South Sudan, for example, by looking at cultural aspects of social change.

Meaning and characteristics of social change



Class Activity 4.1

Ask learners to study the picture on page 49. Ask them to brainstorm on what is happening in the pictures.

Let the learners mention possible social changes that can be brought about through such activity.

Ask them to discuss why teamwork is a better channel for social change.

The key is for the learners to appreciate the need of working together so as to bring change. The learners are also expected to understand the aspects of social change and why there is need for change.

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

Possible answers to activity 4.1

What they can see

A group of people cleaning

They have rakes

There are trucks probably for ferrying the garbage

The people have gloves

Possible social changes

Clean environment, reduced disease contraction (learners to give answers based on advantages of a clean environment).

Why teamwork is a better channel for social change

Work rate is fast

Unites people

Motivates the people to work

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they aware of examples of social change in their localities?

Conversation:

Talk to the learners. Do they know why teamwork is key to social change?

Product

Look at their work; have they exhaustively discussed the characteristics of social change by mentioning examples from their communities?

Factors that influence social change (Activity 4.2)

Ask the learners to look at the pictures on **Page 51** and brainstorm on what is happening in the picture. From their understanding, ask them about factors that influence social change.

Ask the learners to work in groups to discuss the factors that influence social change.



Cultural dancers during a national holiday.

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

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to describe what is the photograph?

Conversation:

Talk to the learners as they discuss and present the assigned work. Are they able to state the the factors that influence social change?

Product

Look at their work. Do they understand these factors. Can they define them? Have they linked demographic and cultural factors to social change?

Aspects of teamwork that can bring social change



Students communicate as they work on a technological project.

The key is for the learners to understand the benefits of teamwork in bringing about social change.

Activity 4.3

Organise the learners to role play the essentials of good communication in a team. Let the learners choose the speaker who will deliver a talk about communication as the rest listen keenly. Several learners can give the short speeches in turns.

After this, let the learners also discuss the advantages of active listening.

Assessment opportunities

Observation:

Observe the learners as they role play. Are they able to explain how communication in a team brings about social change?

Conversation:

Engage the learners in talks. Do they know importance of active listening?

Product

Learners should be good listeners. They should understand need of good communication in a team.

Reasons for need of social change

The key is for the learners to understand why there is need for social change.

Ask the learners to discuss reasons for the need of social change. Help them to brainstorm on the reasons for the need of social change through questions and answers.

Class Activity 4.4

Ask the learners to read the short story on page 55. Ask them to look for more short stories in newspapers on social change. Ask them to attempt the questions after the story.

Suggested responses to Activity 4.4

Which answer do you think Keji gave Pita?

Assess the answers from the learners based on their understanding of the story.

Why life in Juba is different from the life in rural areas

It is a city and people come from different backgrounds. They therefore do not trust one another.

In the city life is expensive. For example housing and food.

Social changes taking place in Juba

- Diverse culture is growing
- Education is on high demand
- Health services are improving
- Population is growing
- Religion is also diverse

Help the learners by answering their question to discuss the reasons for the need of social change. Single out any student who has experienced conflict, to share the experience with others. Encourage them to ask questions.

Assessment Opportunities

Observation

Observe the learners as they discuss the group work. Can they note social change in connection with culture and demographic aspects?

Conversation

Engage the learners in discussion. Do they understand where there is need for change?

Product

Read their answers.

Class Activity 4.5

Ask the learners in their groups to discuss aspects of culture that are good to the society and should therefore be conserved.

Let them also mention the bad culture that should be done away with.

Ask them to mention some of the cultures that are common across the communities of South Sudan.

Summary of the unit

This unit emphasises on working together to bring social change as a major aspect of development. Features of team work promote change which in turn leads to positive changes in our communities. There are various reasons for the need of social change because the world we live in keeps on changing. Therefore, for our needs to be met, we must change with it.

Unit 5

HIV/AIDS and the role of the Media and Voluntary Groups to bring about change

Learn about	Key inquiry questions
<p>Learners should discuss together what they know about HIV/AIDS and talk to others in their community also to identify if there are any misconceptions about the illness. They should explore a range of resources to deepen their understanding of HIV/AIDS building on their scientific understanding of virus and disease. Learners should pose questions to each other to help clarify misconceptions or previous assumptions about this illness. They should seek to invite health professionals into their school to answer some questions they may have about strategies to prevent the spread of HIV/AIDS.</p> <p>Learners should consider the resources they explored to investigate HIV/AIDS and look particularly at information they found in the media. They should compare and contrast how information is shared in the media by looking at styles of communication including interviews, fact based reports and the use of images. Learners should discuss together and talk to others (Learners, parents, PTA, teachers etc.) about the effects of the media to promote a healthy lifestyle and analyse the most effective strategies according to what people say.</p> <p>Learners should use what they have found out about useful strategies of communication to design a media campaign that will raise awareness of HIV/AIDS. This should be based on challenging misconceptions and assumptions about HIV/AIDS as a result of their explorations into understanding about the illness in their community earlier in this unit.</p>	<ul style="list-style-type: none">• How can the media influence social change?• What are the benefits of 'free press' when highlighting issues such as HIV/AIDS?• How does what you know about HIV/AIDS compare to what most people in your community understand about this disease?• What aspects of media campaigning do you think are most effective in promoting social change about important issues like HIV/AIDS?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the importance of free and responsible press. • Know about and understand the media's role in society in providing information. • Know about opportunities for individuals and voluntary groups to bring about social change locally. 	<ul style="list-style-type: none"> • Investigate what is known in your community about HIV/ AIDS. • Explore a range of sources of information about HIV/ AIDS. • Explore what effect media campaigns have on communities. • Carry out a plan to raise awareness of strategies to prevent the spread of HIV/AIDS. 	<ul style="list-style-type: none"> • Appreciate good health and commit to maintaining it. • Respect and value the work of health professionals in promoting healthy lifestyles.
<p>Contribution to the competencies:</p> <p><u>Critical and creative thinking:</u> Plan and carry out investigation into what people know about HIV/AIDS. Evaluate different solutions for informing citizens about HIV/AIDS.</p> <p><u>Communication:</u> Write fluently and speak clearly and coherently when describing to others strategies to Prevent the spread of HIV/AIDS.</p>		
<p>Links to other subjects:</p> <p>Science: Know about Explain the function of human systems such as digestive, respiratory and circulatory And how these are affected by HIV/AIDS.</p>		

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

In this unit, the learners will learn about basic facts about HIV and AIDs and how lack of information leads people to have misconceptions about it. They will examine the role that media and voluntary groups play in availing access to information and ultimately contributing to control of HIV/AIDs.

Using the Student textbook

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

The different activities and questions in this unit are also useful. Guide the learners through the activities.

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

The Student Competencies

This unit has different opportunities for critical and creative thinking as learners are expected to think imaginatively and innovatively to provide answers and interpret some pictures.

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

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

The content under study gives the learners the chance to understand who they are as citizens of South Sudan, for example, by looking at the media's role in society in providing information.

Introduction to HIV and AIDs

The unit is meant to create awareness in the learners about HIV and AIDS and the media's role in the battle against HIV and AIDS. The learners should also understand and appreciate the role of the voluntary groups in fighting HIV and AIDS.

Class Activity 5.1

Ask the learners to read and discuss the newspaper excerpt on Page 57 and 58. Ask them to discuss more information about HIV and AIDs from any available materials and what they know.

Move around and help them know the meaning of HIV/AIDs and how it is spread.

Activity 5.2

1. Ask learners in their groups to make a list of key facts they know about HIV and AIDS categorised under these sub-headings:
 - What is HIV?
 - What is AIDS?
 - How HIV is spread.
 - Economic and social effects of HIV and AIDS.
 - How HIV and AIDS can be prevented
2. Ask them to compare their written facts with other groups and take note of what they did not know before.
3. Let them also explain how they learnt of these facts they have written down.
4. Ask them to tell one another if they believe that all members of the community have such information. Let them make suggestions of how such information can be spread to all the people in the communities.

Help the learners by answering their questions where they may ask.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Do they know that HIV and AIDS is among the biggest social problems in the world?

Conversation:

Engage the learners in talks. Can they discuss key facts about HIV and AIDs?

Product

Listen to their reactions. Read their answers.

Influence of media on social change



A television broadcast about HIV and AIDs on the world AIDS day.

The key is for the learners to understand how the media can influence social change. The roles played by media in social change.

Activity 5.3

Ask the learners in their groups to discuss how negatively the media as influenced social change in the society with reference to HIV and AIDS. Let them write suggestions how these negative influences by media can be combated.

Assessment opportunities

Observation

Observe the learners as they talk about the media influence in groups. Do they understand how the media influences social change?

Product

Read their answers.

Sources of information on HIV/AIDS

This lesson is meant to educate the learner about where and how to find information about HIV and AIDS.



A man creating awareness on HIV/AIDS.

Class Activity – Additional Activity

Ask the learners to discuss the sources of information on HIV/AIDS from their localities. Let each group write down the sources and share it with you.

Attend to all groups until you ensure everybody participates in the work. Make sure all the tasks have been completed.

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

Assessment Opportunities

Observation

Observe the learners as they discuss the group work. Are they able to mention sources of information on HIV and AIDS in their localities?

Conversation

Talk to the learners as they discuss and present the work. Do they know and understand these sources?

Product

Read their answers.

Misconceptions about HIV/AIDS



Voluntary counseling and testing (VCT).

The key is for the learner to know the false information spread about HIV and AIDS and how such information can be stopped.

Ask the learners in pairs to read and explain to one another the misconceptions about HIV and AIDS presented in the learners book.

Class Activity 5.4

Ask the learners to read and discuss the short story in activity 5.4. Ask them to discuss this story and the misconceptions in it about HIV and AIDS.

Suggested answers to Activity 5.4

Misinformation

- That since Ladu had HIV, he was about to die.
- He could not work
- The thought that since Ladu had Aids, his children also had it.
- Whoever came into contact with Ladu's children, he would get infected with the disease.

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

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to differentiate true from untrue information about HIV and AIDs?

Conversation:

Talk to the learners as they discuss and present the assigned work. Do they know the consequences of their misconceptions?

Product

Study their answers.

Problems arising out of misinformation about HIV and AIDS

The learner is expected to learn about the consequences of misinformation and misconceptions about HIV and AIDS in the society.

Guide the learners to read and understand some of such problems presented in the learner's book.

Activity 5.5

Ask the learners to discuss in pairs the means through which many people in their localities access information about HIV and AIDS.

Let them explain how effective these sources are.

Assessment opportunities

Observation

Observe the learners as they discuss in pairs. Do they understand problems carried along with misinformation about HIV and AIDS?

Conversation

Talk to the learners, can they explain the problems under the misconceptions?

Product

Read their answers.

Role of the media and voluntary groups in disseminating information on HIV/AIDS



Creating awareness is the best weapon against HIV and AIDS.

Ask the learners to work in groups to discuss the role of the media and voluntary groups in creating awareness about HIV/AIDS.

Class Activity 5.6 and 5.7

Ask learners in their groups to make a survey and find out which of the following media is used to create awareness about HIV and AIDS in their localities. What kind of information does each carry?

- i) Newspapers, magazines, fliers and posters
- ii) Television and radio
- iii) Social media like Whatsapp and Facebook
- iv) Billboards

Ask the learners to make suggestions of the types of media to carry information about sensitization of HIV and AIDS.

Ask the learners to seek more information from their parents and local people about how they get information about HIV and AIDS.

Suggested answers to Activity 5.6

Information on HIV and AIDS carried in the following media:

Newspapers/magazines/fliers

- information on abstinence
- Campaigns on HIV and AIDS
- Photographs on impacts of HIV and AIDS

Television/radio

- Awareness messages
- Information on abstinence
- How to use protection to protect yourself from HIV

Social media

- Awareness messages
photographs on the effects of HIV and AIDS
- Campaigns on how HIV and AIDS can be prevented

Billboards

- Awareness messages
- How to prevent HIV and AIDS
- How to prevent HIV infections through use of protection

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to identify sources of information about HIV and AIDs?

Conversation:

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

Product

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

Aspects of media campaign that are more effective in promoting social change about HIV and AIDs

Ask the learners to discuss aspects of media campaign that are more effective in promoting social change about HIV and AIDs and write their answers.

Encourage them to ask questions as they explore the aspects of media campaign that are more effective in promoting social change about HIV and AIDs.

They can explore the information in the learners book to enrich the discussion.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to discuss aspects of media campaign that are more effective in promoting social change about HIV and AIDs?

Conversation:

Engage the learners in talks. Can they discuss aspects of media campaign that are more effective in promoting social change about HIV and AIDs?

Product

Read their answers.

Summary of the unit

HIV and AIDs is one of the most serious challenges facing South Sudan and the rest of the developing world. 2016 data indicates that 3% of adults in South Sudan in the age range of 15-49 years are living with HIV and AIDs. It is a national priority to eliminate infection as well as taking care of the infected.

Although we have enough information about HIV and AIDs, it is also true that some people in our community do not readily access this information. As a result, there are a lot of misconceptions about HIV and AIDs. This negatively affects the campaign for preventing new infections and taking care of those living with HIV and AIDs.

Misconceptions about HIV and AIDs are a result of false rumours, misinformation or lack of access to correct information. Misinformation about HIV and AIDs affects our ability to change behaviour, increase infections and does not support positive living and appropriate care for those infected.

Unit 6

Linking Environment Conservation To Peace

Learn about	Key inquiry questions
<p>Learners should investigate the complexity of evaluating choices by considering values and scientific evidence together. A key subject for scientific investigation is the interaction between people and the environment, and how this differs both geographically and historically. By appreciating the wider impact of individual learners can begin to consider the need for changing lifestyles, now and in the future.</p> <p>Learners should consider the environment by examining the rights and responsibilities of different groups of people towards it. They evaluate what should be done in a particular context (For example: Water scarcity; the use of fossil fuels; Climate Change) and consider human values, distinguishing these from scientific evidence. Here the notion of sustainability is introduced. Pupils are encouraged to empathise with viewpoints that are not their own, and to understand the importance of basic rules for discussion. Learners should explore how the environment supports healthy living and the economy.</p> <p>Learners should consider how differing viewpoints about the environment can lead to conflict. They should use their knowledge and understanding about conflict resolution along with their scientific understanding of Climate Change for example, to persuade citizens that in order to maintain sustainability in the environment (Sustainable Development), certain strategies such as an exploration into 'green energy' is necessary. Learners should choose a way of persuading and explaining their ideas about the environment as a result of discussion between themselves and communicate their ideas to their community.</p>	<ul style="list-style-type: none">• What is meant by Sustainable Development?• How do our values affect our decisions about how we behave in relation to the environment?• What are the key responsibilities we have towards the environment?• How does empathising with different viewpoints to our own, help us to understand important issues?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know about the links between conservation of the environment and peace. • Understand the interaction between people and the environment. 	<ul style="list-style-type: none"> • Explore the relationship between people now and in the past and the environment. • Explore what behaviours today can affect the environment in the future. • Investigate different viewpoints about the role of the environment in society. 	<ul style="list-style-type: none"> • Care for the environment. • Respect the environment and what it brings to everyday life. • Commit to promoting sustainable development in relation to the environment.
<p>Contribution to the competencies:</p> <p><u>Critical and creative thinking:</u> Sort and analyse information about the environment and come to conclusions about effective strategies for conservation. Suggest and develop solutions to problems.</p> <p><u>Communication:</u> Write fluently and speak coherently about conservation and the environment in a variety of situations.</p>		
<p>Links to other subjects:</p> <p>Science: Explain the impact of climate change.</p> <p><u>Environment and sustainability:</u> Find out about the possible causes of climate change and evaluate the evidence for these. Explore the possible consequences and what can be done to ameliorate these.</p> <p><u>Peace Education:</u> explore the impact of climate change of peaceful co-existence</p>		

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

In this unit, the learners will learn about environment, its conservation and how this relates to peace. The environment is key to human survival. Therefore learners should appreciate the need to care for the environment, respect it and promote peace from efforts to conserve it. The environment can be a source of conflict based on the roles it plays through hosting various resources but most importantly human.

Using the Student textbook

Use the information presented in the learner's book to guide the learners through the whole unit. Activities have been presented in the book for the learners to work in groups. Guide them by dividing them into the groups for this unit, and pairs where applicable. Lead them to explore the relationship between people and the environment, how today's behaviour can affect the environment and the different viewpoints about the environment in the society.

The Student Competencies

This unit has different opportunities for critical and creative thinking through the various tasks assigned to them.

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

The discussions in groups and the presentations offer them many opportunities for communication.

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

Environmental conservation and sustainable development



Photo A



Photo B

Class Activity 6.1

Ask the learners to review the meaning of sustainable development as learned in Secondary 1 and 2.

Ask the learners in their groups to look at the pictures on **Page 70**. Ask them to discuss what they understand from the pictures. Go round the groups and help the learners in understanding the environmental sustainability.

Let them discuss what can cause scenarios like the ones in these pictures.

Suggested answers to activity 6.1

a) What can be observed in the pictures;

Photo A - An area affected by massive soil erosion

- This is probably after heavy rainfall

Photo B - Polluted water

- The water has wastes thrown in it such as plastic bottles and polythene bags.

b) Causes of the observations above

- Massive cutting down of trees
- Improper waste disposal
- Lack of awareness on proper care for the environment

- c) How the above situations can be controlled
- Building gabions
 - Planting trees
 - Controlling human activities that affect the environment such as clearing of the forest.
 - Proper legislation on waste disposal.

Sustainable development

Class Activity 6.2

Ask the learners to take a five minute walk within your school compound in pairs. They should have a pen and a note book. They should observe the various ways in which the environment has been neglected. They can take a note of the problems they notice.

Let them make suggestions how the school environment can be improved.

Ask the learners to make presentations to the whole class on their findings.

Suggested response to Activity 6.2

Possible problems they can notice

- Excessive cutting of trees
- Soil erosion
- Environmental pollution such as improper waste disposal
- Water pollution

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Can they note what is happening in their environment?

Conversation:

Engage the learners in talks. Can they discuss the strategies required to ensure that there is sustainability in the environment?

Product

Read their answers.

The role of the environment in the society



Human settlement in Akot-Tirol, Tirol West county.

The key thing is for the learners to understand what role the environment plays in the society. How important the environment is for sustainability of life.

Activity 6.3

In groups, ask learners to write down how the environment supports living things.

Ask them to discuss ways in which people should involve themselves in environmental conservation activities.

Ask the groups to briefly share their discussion findings through presentations.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Can they explain the role of the environment in the society?

Conversation:

Engage the learners in talks. What roles can they play in conserving the environment?

Product

Read their answers. Are they correct?

Relationship between values and environment



A citizen preparing a tree nursery.

Ask learners to brainstorm on the link between our societal values and the environment.

The information in the learners book can give them more insight.

Class Activity 6.4

Ask the learners to discuss in their groups the values in their communities and how such values shape the behaviour of the people towards the environment.

Attend to all groups until you ensure all learners participate.

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 or her where questions may arise from the class.

Suggested answers for Activity 6.4

Other values that can be considered in environmental conservation

Dedication by citizens to better the environment

Putting in more effort in environmental care

Having the vision for a good environment

[Accept relevant answers from the learners]

Assessment opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to describe the link between societal values and environmental conservation?

Conversation:

Talk to the learners as they discuss and present the assigned work. Do they understand these values?

Product

Can the learners identify values that promote good and safe environment?

Our responsibilities towards the environment

Ask the learners to discuss and share their responsibilities towards the environment.

Class Activity 6.5

Ask the learners to work in pairs to discuss how they can actively be involved in environmental conservation as students. Let the learners in different pairs share experiences on how they contribute to environmental conservation.

They should also share reasons why tree planting is important to the environment.

Ask the pairs to share with you what they have discussed. Make sure all the tasks have been completed.

Ask the pairs to briefly share their discussion findings through presentation.

Suggested answers to Activity 6.5

How learners can be involved in environmental conservation

- a. Taking part in environmental days
- b. Planting trees
- c. Building gabions to stop soil erosion
- d. Creating awareness through campaigns on environmental conservation
- e. Taking active roles in cleaning the environment

Why tree planting is important

- Trees beautify the environment
- Trees are homes to animals and birds

- Trees prevent soil erosion
- Act as source of food e.g fruits
- They provide timber for construction.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to explain the responsibilities of people towards their environment?

Conversation:

Engage the learners in talks. Do they understand what they can do as individuals to protect the environment?

Product

After this lesson, can the learners employ environmental conservation practices in the school and at home?

Relationship between environment and conflict/peace



A woman coming from the stream to fetch water. Scarcity of water can cause conflicts in the society.

Ask the learners to work in groups to discuss the link between environmental conservation and peace. Allow them to explore information in the learner's book. This will help them find more information.

Class Activity 6.6

Ask each group to write their findings on the link between environmental conservation and peace/conflict. Let them explain how these conflicts can be solved.

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

Suggested answers to Activity 6.6

Link between environmental conservation and peace/conflict:

- Activities like tree planting promote unity hence peace.
- Sharing the scarce resources reduces conflict
- Peace initiatives can be linked to environmental conservation

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Can they link environmental conservation to promotion of peace?

Conversation:

Talk to the learners as they discuss and present the assigned work. Are they able to explain relationship between environment and peace/conflict?

Product

Read their answers.

Need for changing lifestyles to conserve the environment



Solar panel on a roof top in a village.

The key is for the learners to understand how lifestyle can ruin or conserve the environment. Let them use information in the learner's book to understand this better.

Activity 6.7

Ask the learners in pairs to explore ways in which lifestyle change can help in the conservation of the environment.

They can then share their work with the class through brief presentation.

Assessment opportunities

Observation

Observe the learners as they discuss, are they aware of various lifestyles and how they relate to the environment?

Conversation

Talk to the learners as they discuss, can they explain how lifestyle can ruin or conserve the environment?

Links between conservation of environment and peace



People celebrating the launching of a new water pump.

In this lesson, learners are expected to understand how the environment and peace are related and what links them.

Activity 6.8

The activity wants the learners to research and discuss in groups how different viewpoints compared to our own views can be understood to help address various issues about the environment.

Ask them to present their work briefly in class.

Assessment opportunities

Observation

Observe the learners during discussion. Do they know the importance of understanding different viewpoints about environment?

Product

Look at their research findings.

Summary of the unit

This topic links environmental conservation to peace. The environment plays an important role in providing the important resources to us. If not well managed, this can lead to conflicts. It is important for us to understand the need to use our environment responsibly. Climate change as an emerging issue will determine how we carry out activities that may affect the environment.

There is need to live peacefully and avoid conflicts through sharing the available resources. Through our shared values, we need to apply them to protect our environment. Finally, we need to find avenues of conserving our environment and maintain peace with creating conflict.

Learn about	Key inquiry questions
<p>Learners should consider what they have learnt about roles and responsibilities, human and civil rights and explore opportunities to become involved in a community project. They should investigate what activities and projects are taking place nationally and near where they live discussing with others the impact of these. Learners should explore in particular the way that projects are planned and monitored in order to secure progress toward intended aims.</p> <p>Learners should discuss with others what knowledge and skills are necessary to take part in one or two projects that are of particular interest to them. They should reflect upon how they are able to make the most valuable contribution by considering in particular what they have learnt about communication and the media.</p> <p>Learners should make plans to become involved in a particular project. 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 the way that behaviours are influenced ('Levers') and use this knowledge to further engage and build capacity in a community. 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 a project on a community? • What further skills do you need to develop to make valuable contributions to community projects? • What evidence is there to illustrate the overall success of the project you have taken part in? • What is the significance of developing aims and objectives in the planning process for community projects?

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

Contribution to the competencies:

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

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

Links to other subjects:

English: Communicate with ease in both formal and informal situations, using language appropriately.

Peace Education: Recognize the links between conservation of environment and peace.

Assessment Opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

In this unit, the learners will explore various opportunities to become 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. They 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

Organise the learners in their study pairs and groups for this lesson. Give them guidance during activities presented in this unit and at times select who from the groups present the work to the class.

As you give roles to the group members, ensure every member gets a chance to participate.

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

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

The Student Competencies

This unit has different opportunities for critical and creative thinking as learners are expected to think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in our surrounding.

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

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

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

Cross cutting issues

In this topic emphasise the community project design and management process. The unit therefore contributes to English since the learners are expected to communicate with ease in both formal and informal situations, using language appropriately. The unit further contributes to peace education by recognising the links between conservation of environment and peace.

Lastly, the unit will contribute to Mathematics, Business studies and Entrepreneurship on issues such as collection and analysis of data on projects, determining sustainability of a project, measuring the impact of a project, and the costing of the project.

Introduction

Factors to consider in a community project

Ask the learners to review what was learnt on community project as learned in Secondary 1 and 2.

Ask the learners in their groups to look at the picture on **Page 81**. Ask them to discuss what they understand from the picture. Go round the groups and help the learners in understanding the community project implementation.

Encourage them to ask questions as they explore the factors to be considered before implementing a community project.



Class Activity 7.1

- a) Ask the learners to look at the illustration on Page 73 and explore more materials to establish the women's accessibility to the following services in South Sudan:
 - i) Education
 - ii) Employment
 - iii) Leadership
 - iv) Health facilities
- b) Ask the learners to make presentations to the whole class on their findings.

Help the learners by answering their questions on their findings.

Suggested answers to Activity 7.1

What do you see in the above picture?

- Women walking/demonstrating
- People marching in streets
- They have a banner with information written on it about awareness of the day

Listen to the views of the learners on accessibility by women to the following services;

- Education
- Employment
- Leadership positions
- Health facilities
- Food and water

Assessment Opportunities

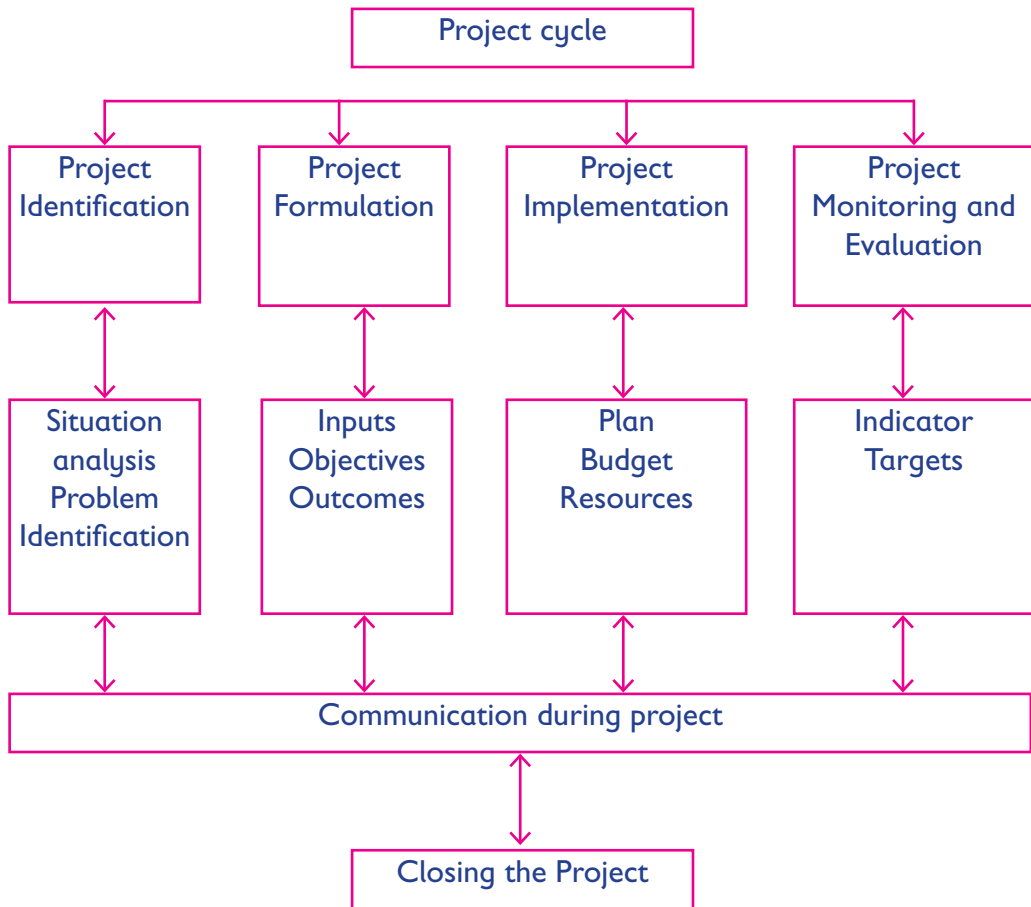
Observation:

Observe the learners as they discuss the group work. Are they able to discuss factors considered before implementing a community project?

Product

Study their answers.

Steps in designing a project



A summary of project design process.

Class Activity 7.2

Ask the learners to discuss in their groups about the knowledge and skills necessary to take part in a project of their concern. Let the learners share on how they will contribute to ensure that the project is successful.

Ask them to discuss and understand the process of designing a project.

Ask the groups to share with you what they have discussed. Encourage participation by all members.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they able to describe the steps in designing community projects?

Product

Look at their answers.

Communication during project implementation



A project leader communicating to members.

Task learners to brainstorm on how communication is done during implementation of a project.

Class Activity 7.3

Ask the learners to discuss in their groups to identify a project of their choice and make plans on how they can be involved in the project. In their discussion, they can make plans on the following:

- i) Your role or aspect of project that you can add value to.
- ii) Monitoring and evaluation of the impact of the project.
- iii) Communication goals and structure during the project.

Attend to all groups until you ensure you have had a look at all their work. Make sure all the tasks have been completed.

Ask them to present their work.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Do they know the importance of communication in a project?

Conversation:

Talk to the learners as they discuss and present their work. Do they know the importance of communication in a project?

Product

Study their answers.

Closing a project

Ask the learners to brainstorm about things that are considered for ensuring a successful completion of a community project.

Tell them to read the important information about closing a project in the textbook to enrich what they know.

Class Activity 7.4

Ask the learners to work in pairs to discuss how a community project is brought to an end. Let the learners in different pairs share experiences on how community projects they were involved in were closed out.

Ask the pairs to share with you what they have discussed. Make sure all the tasks have been completed.

Ask the pairs to briefly share their discussion findings with the class.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Do they know the process of winding up a community project?

Challenges that can affect the implementation of a project

Class Activity 7.5

Ask each group to research and write their findings on challenges that can affect the implementation of a project in their communities. Attend to all groups and ask them to share with you what they have discussed.

Call for participation by everybody in the groups.

Assessment Opportunities

Observation:

Observe the learners as they discuss the group work. Are they aware of some challenges that can affect the implementation of a project in their communities?

Conversation:

Talk to the learners as they discuss and present the assigned work. Are they able to explain these challenges.

Product:

Read their answers.

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 varied from one community to another. To bring about change, various actors are involved in different community projects in collaboration with the local stakeholders, like local governments and leaders. This topic broadens the learner's thinking and orientation to such projects. It prepares the learners to be involved in such projects.

The topic emphasises on factors that need to be considered before implementing a project. This include the gathering of information on the projects that help in establishing the community's needs and how the community members can be involved in implementing community projects. The topic describes the steps and phases of designing a community project. It also analyses how evidence can be gathered to assess the impact of a project to community members. This is called project monitoring and evaluation. The topic also looks at the various effective communication strategies used in implementation of a project. It finally analyses the general challenges that affect the implementation of a project.