CPD QTS MATERIALS

Tutor's Handbook

Part Time In-Service QTS Programme
Professional Studies

Course 2: Curriculum Expectations

(5 days, 1 Credit)

South Sudan

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Module 1:
The Four Competencies

This module explores the importance of the four competencies to all learning areas and subjects.

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This module explores the importance of the four competencies to all learning areas and subjects.

Learning Outcomes:

- Understand the four competencies and why they are in the curriculum
- Understand that these apply to ECD as well as primary school
- Understand the relationship of the competencies to the primary subjects
- Design learning activities that will promote the competencies in a range of Learning Areas and subjects

Key Concepts	Range and Activities
The four student competencies underpin all learning. Generic skills need a context of knowledge.	Work in pairs or small groups to study what is said about the four competencies in the Curriculum Framework. Examine the Model on Page 10 and discuss how this relates to each subject. Complete the "Design a Town" task and discuss which competencies were involved.
Understand that even the youngest children can develop within these competencies.	Work in pairs or small groups to study the ECD Curriculum and identify where learners are required to apply or develop any of the four competencies.
The four competencies have already been built into the syllabuses and primary textbooks.	Work in pairs or small groups to explore some Primary textbooks to identify those activities that promote competencies. Track these to the subject syllabuses.
Teachers need to go beyond the textbooks and design learning activities to promote the competencies.	Work in pairs or small groups to design learning activities that will promote the competencies in a range of Learning Areas and Lower Primary subjects. Work in pairs to teach some of these to a group or class and evaluate the impact.

Related Professional National Standards:

2.3 Teachers have a good understanding of the national curriculum goals, priorities, and subject standards.

Outline

Session	Content
1	Slides – Course intro and Assessment Task • *Activity 1 – Read through background information* • *Activity 2 – Discuss Assessment Task*
2	Slides – Competency Summary • *Activity 3 – Framework review of competencies* • *Activity 4 – Fact and Think!* • *Activity 5 – Co-operation discussion* • *Activity 6 – Classroom Activity to develop co-operation*
3	Slides – Communication • *Activity 7 – Communication discussion* • *Activity 8 – Communication classroom activity*
4	Slides – Critical and Creative thinking and Culture and Identity • *Activity 9 – Textbook competition!*

Resources
Curriculum Framework
ECD Curriculum and Guidance
A collection of textbooks

Background information

Student Competencies

Critical and creative thinking

Plan and carry out investigations, using a range of sources to find information

Sort and analyse information and come to conclusions

Suggest and develop solutions to problems, using their imaginations to create new approaches

Evaluate different suggested solutions

Communication

Read and comprehend critically a variety of types and forms of texts

Write fluently on diverse subjects and for different audiences

Speak clearly and communicate ideas and information coherently in a variety of situations

Listen and comprehend speech in a variety of forms

Use a range of media, technologies and languages to communicate messages, ideas and opinions

Co-operation

Work collaboratively towards common goals

Be tolerant of others and respectful of differing views, when working together

Adapt behaviour to suit **different situations**

Negotiate, respecting others' rights and responsibilities, and use strategies to resolve disputes and conflicts

Contribute to environmental sustainability

Culture and identity

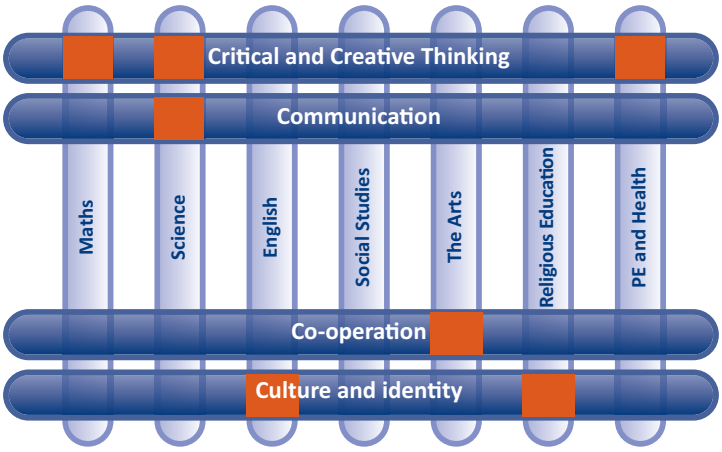
Take pride in South Sudanese identity and the diverse nature of South Sudanese society.

Build understanding of South Sudanese heritage in relation to the wider world

Appreciate and contribute to the development of South Sudanese culture

Value diversity and **respect** people of different races, faiths, communities, cultures, and those with disabilities.

Competences are not learned in isolation, but in the context of the subject areas. These provide the knowledge base. The four competencies are developed in those contexts, and may apply differently in each. There is not a direct relationship of one competency to each subject. Any competency can be developed within the context of any subject. The model below shows that the competencies intersect with all of the subjects. Within the intersections, learners develop competencies within the knowledge contexts of the subjects.

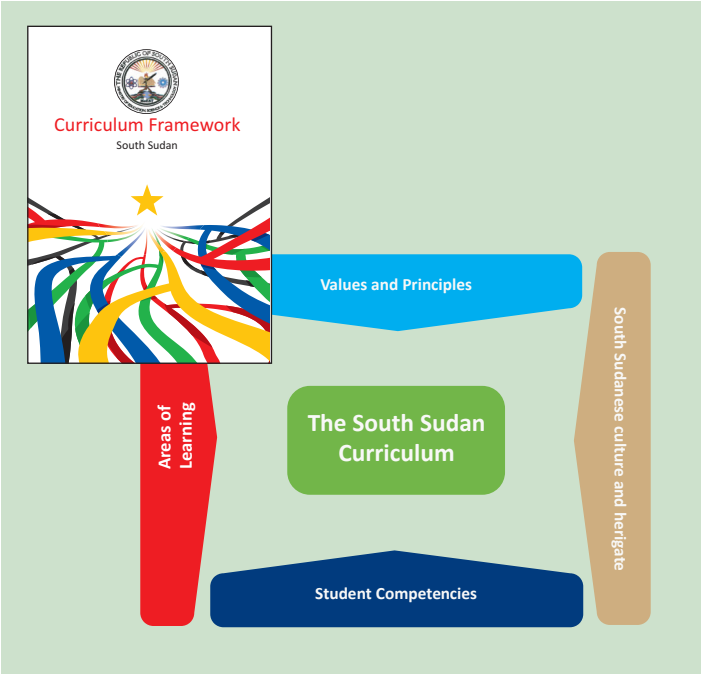


The model on the left illustrates that **critical and creative thinking** might be developed in Maths, **communication** in Science, **co-operation** in PE, or cultural appreciation in English. The competences intersect with every subject, and every skill can be developed in each subject, so all teachers are responsible for all four of the competencies.

The New ECD Curriculum

The Curriculum Framework

There is a new Curriculum Framework that puts subjects into a wider context. It sets overall aims for education along with values and principles. It also introduces a set of 'student competencies' that apply to ECD as well as primary and secondary schools. All of this takes place within the context of the South Sudan heritage and culture. This is illustrated in the diagram in the Framework:



These are all built into the curriculum, but teachers also need to be aware of the Framework and take account of them in their planning. You should refer to the Curriculum Framework as well as this booklet of guidance.

The Aims

The Curriculum Framework sets out aims for all schools from ECD to Secondary 4. These are that young people should become:

- Good citizens of South Sudan
- Successful life long learners
- Creative and patriotic individuals
- Environmentally responsible members of society

Achieving the four aims must start with the youngest children.

The student competencies

There are four **student competencies** set out in the Curriculum Framework:

- Communication
- Critical and creative thinking
- Co-operation
- Culture and identity

These are developed across all the subjects and learning areas. Developing these competencies starts in the ECD phase. The learning activities appropriate for young children lend themselves to the development of all four competencies. Although the children are young, they can still think, communicate, co-operate and appreciate their culture and identity, but they will do so at a simpler level.

Communication

Learning to communicate is fundamental to young children's development, and to do so they must be given as many opportunities to do so. Talk – with adults and to each other – is central to this development, and must come before reading and writing. Children need to be encouraged to ask questions and to suggest their own ideas, and they need to have these ideas valued by their teachers. Reading and writing will come later, but the basis for this will be laid in the ECD phase through talk, and though a whole range of activities in which they learn to recognise, draw and sort shapes.

Critical and creative thinking

Critical and creative thinking are at the heart of learning for young children as they explore the world around them and try to make sense of it.

Co-operation

This is a period when young children move from the individual to the social, and learning to co-operate and to work and play with other is a crucial part of their development.

Culture and Identity

All learning at this stage is part of the induction of young children into their culture. From behaviour and beliefs to the songs, rhymes and stories, all learning contributes to their cultural development.

Listening	Learners listen and comprehend so that they can respond appropriately to others. They listen carefully for gist and detail, understanding the key points and interpreting idiomatic usages appropriately. Learners should have opportunities to listen to: • Stories being read • Each other • Adults giving explanations • Recordings *(eg radio and TV)*
Speaking	Learners speak clearly, fluently and confidently to different people. They express ideas and communicate information and experiences to others. They ask and answer questions, and know how to initiate and develop conversations. Learners should have opportunities to: • Tell stories • Describe events and experiences • Speak to different people • Share ideas and experiences • Talk about likes and dislikes • Make plans and investigate • Comment and report • Take part in role-play and drama
Reading	Learners read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand written information in a variety of sources such as signs, labels, books, posters, advertisements and electronic media. They begin to recognize the intentions and techniques used by authors. Learners should have opportunities to read and listen to: • Stories and poems with predictable language *(eg with rhymes, repetitions and refrains)* • Traditional folk tales • Stories and poems from a range of cultures • ICT-based text where available

Writing	Learners write with appropriate structures, vocabulary, punctuation and spelling for a range of purposes and audience. They vary their language to suit the context, audience and purpose, and adapt language they already know for different contexts. Learners should have opportunities to write:
	• In a range of forms and styles including narratives, poems, notes, lists, signs, labels, captions, messages, instructions etc
	• For a range of purposes including to:
	  ○ communicate to others
	  ○ create imaginary worlds
	  ○ explore experiences
	  ○ organise and explain information
	• Using a range of media including books, paper, posters, and electronic media where available

LANGUAGE ACTIVITIES

Language is vital for learning and for communication. Children learn by doing things practically and by talking about what they do. Language gives young children the means by which to understand the world, and it forms the basis for reading and writing. It is through language that children access all the other subjects. Language gives young children the ability to express themselves, and the tools for relating to others, so it supports their social and emotional development. To develop good language skills children need an environment that is rich in talk, stories and books. Children's efforts at early writing need to be valued and they need to be listened to. Most of all they need lots of time to talk both to adults and to each other.	**PP1**	**Learning Outcomes**	Speaking and Listening	L1a Express themselves orally and begin to ask questions (talk about what they are doing and what they have seen, ask about things that puzzle them) L1b Listen with increasing attention and follow instructions (follow stories, join in games which involve giving and carrying out instructions) L1c Join in repeated refrains (eg in rhymes, poems, riddles,)
			Pre-Reading and Pre-Writing	L1d Look at books with some interest and handle them with care. L1e Understand that print carries meaning (realise that signs convey information, and that the teacher uses the print to read the story) L1f Draw with increasing control, and begin to ascribe meaning to their drawings and communications (as a prelude to writing)
		Range	Stories, rhymes, poems, news, riddles, books, drawing, painting, role-play, speaking, asking, replying and listening to other people (To include text and pictures on screen where possible)	
	PP2	**Learning Outcomes**	Speaking and Listening	L2a Express themselves effectively, joining events and ideas. ("I like this because ....") L2b Talk about their interests and their learning (discuss their activities with their teacher and other children) L2c Listen attentively in a range of situations, and respond appropriately to stories with some anticipation, relevant comments and questions
			Pre-Reading and Pre-Writing	L2d Follow stories and begin to recount a sequence of events L2e Recognise some simple words (their own names, familiar labels etc) L2f Begin to use writing as a form of communication (real and in role-play) with some letters properly formed and some simple words spelled correctly (eg their names and labels on drawings)
		Range	Stories, rhymes, poems, news, riddles news telling books, drawing, painting, role-play, speaking, asking, replying and listening to other people. (To include other media and keyboards where possible)	

The Definition and Selection of Key Competencies

Oecd, 2018

What Competencies Do We Need for a Successful Life and a Well-Functioning Society? Today's societies place challenging demands on individuals, who are confronted with complexity in many parts of their lives. What do these demands imply for key competencies that individuals need to acquire?

Defining such competencies can improve assessments of how well prepared young people and adults are for life's challenges, as well as identify overarching goals for education systems and lifelong learning. A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context.

For example, the ability to communicate effectively is a competency that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating. Individuals need a wide range of competencies in order to face the complex challenges of today's world, but it would be of limited practical value to produce very long lists of everything that they may need to be able to do in various contexts at some point in their lives. Through the DeSeCo Project, the OECD has collaborated with a wide range of scholars, experts and institutions to identify a small set of key competencies, rooted in a theoretical understanding of how such competencies are defined. Each key competency must:

- contribute to valued outcomes for societies and individuals
- help individuals meet important demands in a wide variety of contexts
- be important not just for specialists but for all individuals.

What Makes a Quality Curriculum?

UNESCO, 2016

Sustainable Development Goal Four has to do with education in the post-2015 development agenda. It aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

Given the essential role of curriculum in enabling quality learning and in articulating and supporting education that is relevant to holistic development, our purpose in this paper is to identify what makes a quality curriculum, so as to support curricular innovation in UNESCO Member States to the end of the realization of Sustainable Development Goal Four. In this we are assuming that curriculum, given its essential role in the provision of quality learning for all children and young people, and in articulating and supporting education that is relevant to holistic development, is critical in the realization of SDG 4. It is the curriculum that determines to a large extent whether education is inclusive, thus playing a significant role in ensuring that provision is equitable.

It is the curriculum that provides the structure for the provision of quality learning, especially where teachers might be under-qualified and inexperienced, their classrooms under-resourced, and their students lacking the prior frameworks within which to situate their learning. And it is the curriculum that articulates both the competencies necessary for lifelong learning and the competencies needed for holistic development. We thus argue that curriculum lies at the crossroads of these four key aspects of SDG 4: that education should be (1) inclusive and equitable, (2) characterized by quality learning, (3) promoting lifelong learning, and (4) relevant to holistic development.

Curriculum, in other words, provides the bridge between education and development – and it is the competencies associated with lifelong learning and aligned with development needs, in the broadest, holistic sense of the term, that span that bridge.

SKILL	DESCRIPTION	EXAMPLE BEHAVIORS
Identify desired outcomes	Determine one or more desired results or consequences of the communication	Identify an author's main argument Determine the information needed to adequately respond to a question Recognize information that is extraneous to the main point of a discussion
Craft clear messages	Create messages that accurately convey intended meaning, appropriately utilizing nonlinguistic cues (body language, visual aids)	Form grammatically correct sentences Effectively use hand gestures for emphasis Avoid digressions Explain a concept by using a diagram
Model others' minds	Recognize and account for others' knowledge, beliefs, dispositions, and emotions	Determine an audience's level of knowledge or expertise in a topic Explain how personal background might affect interpretation of message Anticipate emotional reaction
Adhere to conventions	Follow the rules or norms of specific disciplines or contexts	Use rhetorical strategies common to discipline Use terminology consistent with usage in domain Cite sources appropriately Write or speak at the appropriate level of formality
Account for social and cultural differences	Identify and account for variability in social and cultural norms	Recognize cultural differences in communicative norms Avoid culturally specific slang or idioms Seek out information on an unfamiliar culture before initiating cross-cultural communication
Select appropriate channels	Utilize the most appropriate communicative channel	Describe the advantages and disadvantages of using email or instant messaging to hold a conversation Determine whether a face-to-face conversation will be more effective than a remote conversation
Active listening	Actively attend to a sender's message, withhold judgment, monitor and clarify understanding	Maintain eye contact while listening Request clarification as needed Avoid making unwarranted assumptions Accurately paraphrase a sender's message
Deep reading	Critically analyze text or speech, monitor comprehension, draw inferences, question, and reflect	Identify important information in a text or presentation Critically analyze an argument Draw inferences about unstated information Recognize own confusion

5 Strategies to Deepen Student Collaboration

CREATE LEARNING ACTIVITIES THAT ARE COMPLEX

Students need a reason to collaborate. If the assignment is too simple, they can more easily do it alone.

Complex activities are challenging, engaging, stimulating, and multi-layered. Complex activities require "positive interdependence" (Johnson, Johnson & Holubec, 2008), a situation in which attaining the goal, completing the task, being successful, and getting a good grade require that the team work together and share knowledge.

PREPARE STUDENTS TO BE PART OF A TEAM

Collaborative groups can't be assigned—they have to be built and nurtured. Students often need to learn how to work effectively with others and as part of a team. We have to help students understand the what, why, and how of collaboration. We can do this in several ways:

- Help students understand the benefits of collaboration and what successful collaboration looks like.
- Guide students through the stages of team building (forming, storming, norming, and performing).
- Give students time and opportunities within the activity to develop leadership, decision-making, trust-building, communication, and conflict-management skills.
- Establish expectations and norms for working together.
- Design, or have students design, protocols for handling conflict disagreement so they can resolve issues within their teams.
- Teach students active listening skills.

MINIMISE OPPORTUNITIES FOR 'FREE RIDING'

When students complain about collaborative groups, it often has to do with the free riding of one member who lets others do all the work and then benefits from the group grade. We can eliminate free riding in a number of ways:

- Create small groups of no more than four or five people. When there is less room to hide, nonparticipation is more difficult.
- Ensure a high degree of individual accountability (Johnson, Johnson & Holubec, 2008) by assessing students both individually and as a group.
- Design meaningful team roles that relate to the content and to the task.
- Have students evaluate their own participation and effort and that of each team member and triangulate those assessments with your own.

BUILD IN MANY OPPORTUNITIES FOR DISCUSSION AND CONSENSUS

Many group projects are based on efficiency, dividing labour to create a product in the most effective way possible. This focus on the product means that we often ignore the process of collaboration. Rich discussions that connect students with the experiences of others, that engage them deeply in a shared intellectual experience, and that promote coming to consensus are essential to collaboration.

FOCUS ON STRENGTHENING AND STRETCHING EXPERTISE

The challenge of designing good collaborative activities is ensuring that all students, even those who struggle, play an important role. Collaboration should not just strengthen students' existing skills but ensure that their interactions stretch existing knowledge and expand one another's expertise. If, for example, a student is much stronger in one skill than her peers in her group, she can teach others and her grade can be contingent upon how much her peers learn.

As teachers, we can promote real collaboration by shifting our role from instructor to coach — promoting team autonomy, checking in on students and providing instant feedback, and helping them to learn increasingly how to work together productively to attain a common goal.

How to develop habits of creative thinking

"If schools are to make creativity normal, then they need to think about the culture they seek to create," says Professor Bill Lucas.

TES, 2019

THE ECOLOGY OF CREATIVE SCHOOLS

If schools are to make creativity normal, then they need to think about the culture they seek to create.

From our research, 10 key aspects of the classroom and staffroom ecology keep recurring:

1. Learning is almost always framed by engaging questions which have no one right answer.
2. There is space for activities that are curious, authentic, extended in length, sometimes beyond school, collaborative and reflective.
3. There is the opportunity for play and experimentation.
4. There is opportunity for generative thought, where ideas are greeted openly.
5. There is opportunity for critical reflection in a supportive environment.
6. There is respect for difference and the creativity of others.
7. Creative processes are visible and valued.
8. Students are actively engaged, as co-designers.
9. A range of assessment practices within teaching are integrated.
10. Space is left for the unexpected.

Tutor Course Notes

Key Messages and Approaches

This module is quite practical in nature to reflect the need for this in teaching in order for student competencies to be developed.

The key text is on the slides, but also in the Tutor's Handbook. It is usually best to read the slides aloud, stopping to check that participants understand, or get some participants to read a section in turn.

Some activities require looking at curriculum documents and textbooks. It is always better for participants to share these rather than have one each, because this encourages discussion.

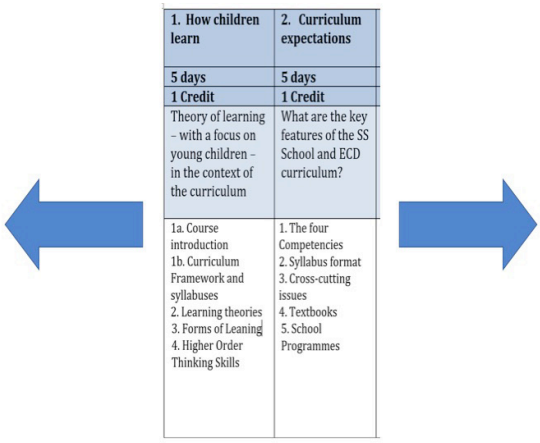
Nearly all the activities are discussion-based.

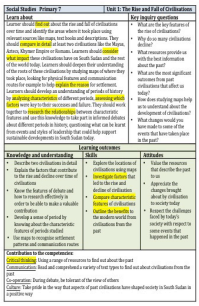
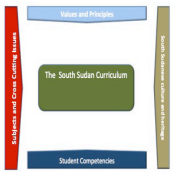
Participants should be put into pairs, and the pairs put together into groups of four or six. If there is an uneven number of participants, then some will need to work in a three.

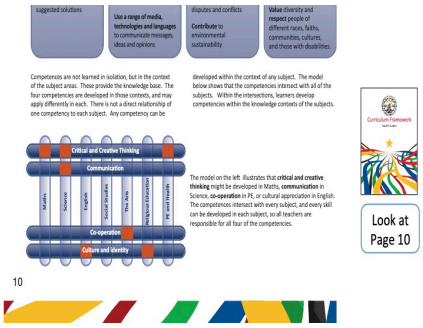
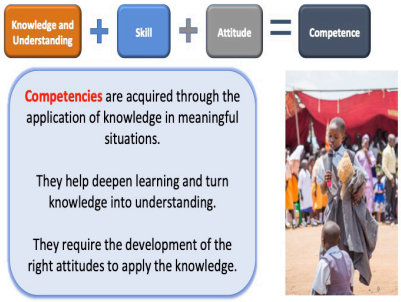
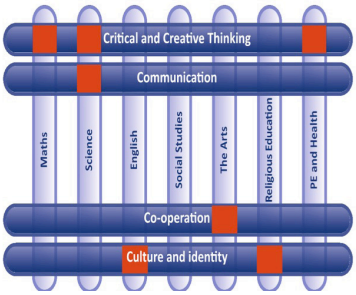
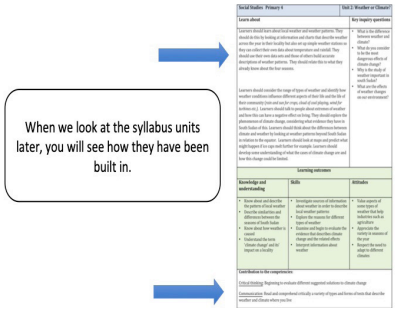
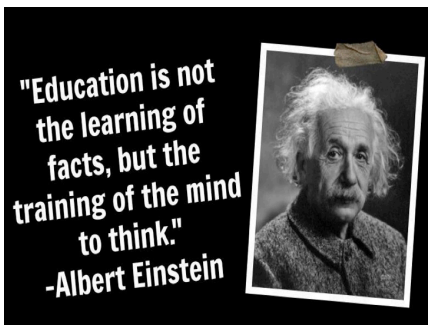
Participants should be encouraged to use their workbook effectively to record what they are learning.

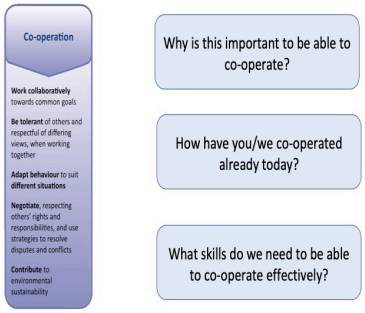
Depending on the size of the class, it may not be possible for every group to report back on every activity. So, it will be necessary to ensure that every group gets a chance during the day, and also that it is not always the same person who speaks on behalf of the group.

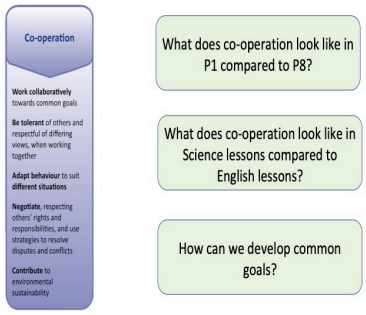
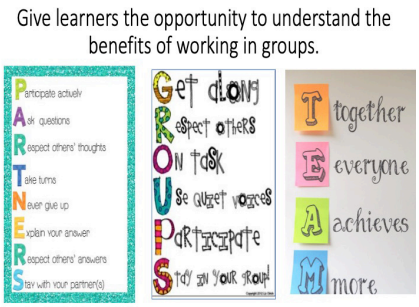
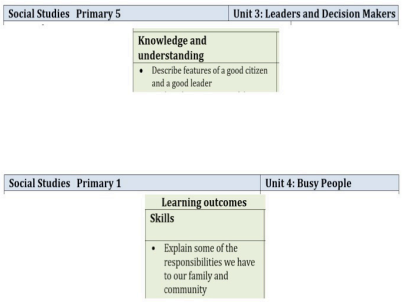
Presenting the Slides – Script

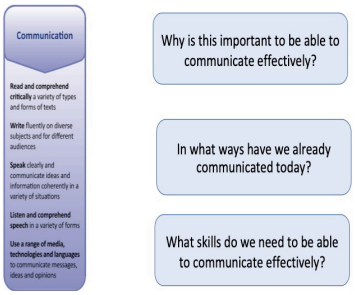
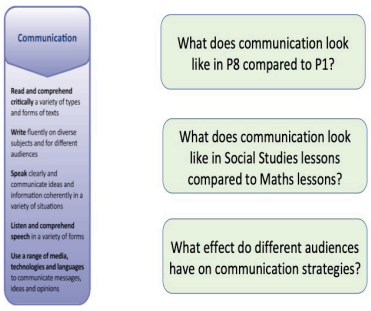
		Session 1
1		Welcome teachers and try to find out a little bit about them as they arrive. What have they been teaching about since you last met, etc? Hand out course Workbooks as teachers arrive. Explain that they will need this book every day this week!
2		Explain that this week we will be focusing on curriculum expectations. Read through each of the module titles for this week. Ask some teachers to explain how they think this course will connect to and build upon what was learnt during Course 1. **Activity 1** Give teachers about 15 to 20 minutes to read through the background information pages for this course. Suggest they highlight (or put a circle around) background information that they are particularly interested in. They can do this individually or in pairs. After this time, ask a few teachers to comment on what they have highlighted, explaining their reasons for doing so.

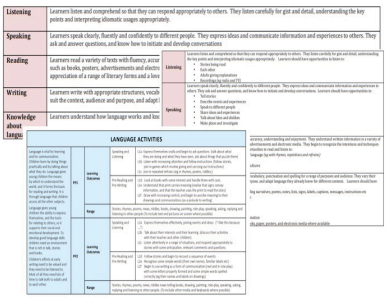
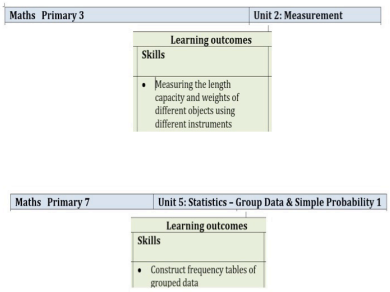
3	**Activity 9** **Preparation for school-based task** *Select at least four syllabus units and identify where there are opportunities for critical and creative thinking; relate these to the learning theories that have been studied.*	Read through these slides as a reminder of the assessment task that was set at the end of the last course.
4	**Assessment Requirements** The presentation should set out for each of the four syllabus units chosen: • A description of the syllabus unit referring to **Learning Outcomes** and to the teaching and learning approaches outlined in the **Learn About** section. • The opportunities that the unit presents for critical and creative thinking (This should include those contained in the unit and others that the teacher might create) • The relationship of this to one or more of the learning theories that have been studied.	Read this slide and emphasise the relationship between the learning outcomes and the Learn About Section in the syllabus units.
5	 **Critical and Creative Thinking**	**Activity 2** Ask teachers to talk in pairs about their assessment task, explaining to each other what learning outcomes they identified. After about 15 minutes, ask a few teachers to summarise their discussion in pairs, sharing with the others what had been learnt.
6	**Professional Studies: Course 2 Curriculum Expectations** **Module 1: The four competencies** This module explores the importance of the four competencies to all learning areas and subjects  	Explain to teachers that for the rest of the day, they will be looking at how Student Competencies form a crucial part of the curriculum. Explain that the competencies work in partnership with subjects and values and principles. Explain that learning activities allow for the development of student competencies across the curriculum and that these are all rooted in the rich culture and heritage of South Sudan.
7		Time for a break!

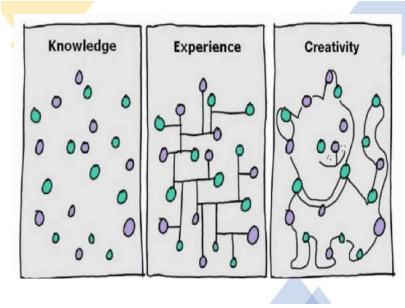
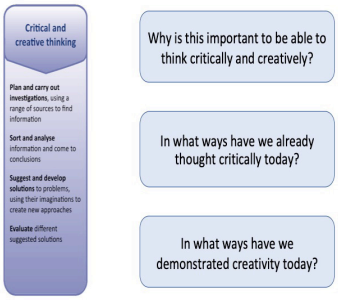
		Session 2
8		This is a repeated slide from course 1, but it is a useful reminder about some of the detail of the competencies. Ask teachers to read through this slide referring to page 10 in the Framework. They should think about where these competencies have been developed in their teaching over the last few months.
9		Talk through this sum of K, S, U and Attitudes. Explain that competence is only achieved when these elements work in combination with one another. Give examples such as driving a car and playing football. Explain the importance of 'meaningful' experiences. This is very important as it gives learners motivation and purpose.
10		This explains that competencies are not developed in one particular subject, of course. Ask for a few suggestions to match the red boxes.
11		This is a reminder that student competencies have been built into the syllabus and consequently, textbooks. Explain that teachers should follow textbook directions carefully but that they should also build upon those to further develop competencies where they think this is necessary.
12		**Activity 3** Ask teachers to talk in pairs about this quote. What do they think it means and how does it relate to a competency-based curriculum? If they have not heard of Albert Einstein, explain that he was a German-born theoretical physicist (1879 to 1995) who developed the Theory of Relativity.

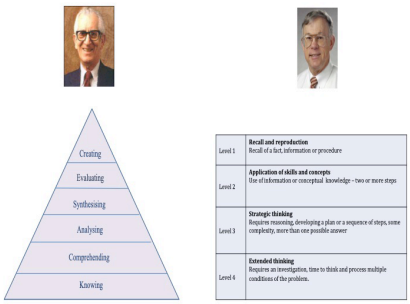
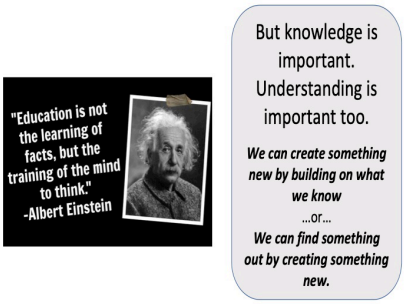
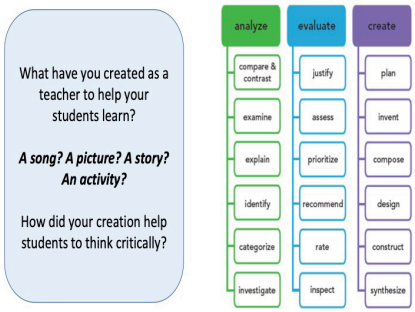
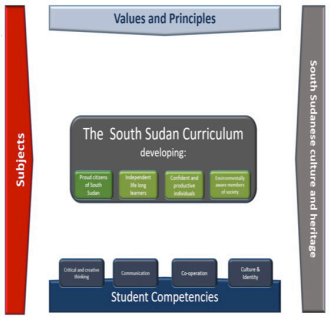
13	FACT The Capital City of Ghana is Accra. THINK Why is this important? What else could you find out about Ghana, Accra or capital cities? How does the city of Accra compare to Juba?	Read through this slide together and then discuss as a whole group the answers to the 'Think' questions. The important point to make here is that knowing something is important but knowing how to use that fact is even more important.
14	 "The school curriculum must prepare young people for an uncertain future." "To do this, we need the traditional subjects, but we also need young people to develop the **key competencies** that will enable them to cope with life in the 21st Century."	Another quote, this time from Nelson Mandela. Talk about this all together again. Do teachers agree that the future is uncertain? Is that a good or a bad thing?
15	FACT Juba has a population of approximately 400,000 (August 2020). THINK How and why might the population of Juba change in the future? What will it be like to live in Juba in 10 years' time? What has led to the changes in Juba over the last 10 years?	Read this fact and answer the questions together. Make the link again between knowing something, understanding it and being able to use it to help you find out something else.
16	FACT State your own fact! THINK How.....? Why.....? What.....? Where.....? Who.....? When.....?	**Activity 4** Ask teachers to work in small groups to complete this activity. They should choose a fact – it can be well known, or it can be something more unusual! Ask them to generate questions about that fact which will deepen the learning. After 10 – 15 minutes, ask 3 or 4 groups to share one of their facts, posing questions to the rest of the group.
17	 	Now we are moving on to thinking more specifically about each competency – putting it into action. But it is important to state that competencies rarely work in isolation from one another. They always need a context, and usually are supported by another competency. Think about the last task. Questions needed critical thinking and collaboration. Answer these questions as a whole group.

18		**Activity 5** Divide these questions up across the room between small groups of teachers. Ask teachers to prepare an answer to the question that they have been given to share with the rest of the group. After approx. 10 minutes, ask teachers to explain their answer. Encourage a few questions and/or comments from other teachers in relation to each explanation
19		This slide explains and illustrates how group work can be organised effectively. It is important for teachers to understand that working collaboratively in groups takes practice, both from the teacher's perspective and from that of the learner. These 'Rules' are a useful starting point but ask teachers if they can think of any others.
20		This slide is an important reminder that some consideration needs to be made when forming groups. Ask teachers what the difference is between these groups and how/why they might be used. Hopefully you will get some answers relating to gender equity, turn taking and equal opportunities.
21		**Activity 6** Ask teachers to choose one of these learning outcomes and to design an activity which will allow the competency of co-operation to be developed. Teachers can work in pairs or in small groups. After approx. 15 minutes, two groups to share their ideas – making sure each learning outcome is covered. Challenge the other teachers listening to improve each activity in some way – just a little!! This is a good link to critical thinking and effective communication.
22		Time for a lunch break!

		Session 3
23		Welcome teachers back and then ask them about what they can see in this graphic. What different kinds of communication are there here? What skills are required for each of these methods of communication? What knowledge do you need?
24		Read the competencies together and then ask/answer questions. Pay attention to what teachers say about what it means to communicate 'effectively' and remind teachers about the importance of listening to understand rather than to only reply.
25		**Activity 7** Divide these questions across the room as you did previously. Ask teachers to discuss their questions and be prepared to explain their responses. They should prepare examples of classroom activities to help illustrate their ideas. After approx. 15 minutes, ask a few groups of teachers (different to previous groups that you have asked) to share their ideas. Encourage other teachers to clarify their understanding of these answers through questions to teachers who are presenting.
26	Communication pre-primary and lower primary classes. 	Remind teachers of the importance of communication and the development of language, particularly in younger learners. They should be reminded that reading and writing comes after lots of talk! Creating opportunities for talk, such as through the use of toys or puppets, is an important aspect of pre-primary and lower primary education.
27	Learn to communicate effectively in mother tongue in a range of contexts. ↓ Learn to communicate effectively in another language in a range of contexts.	A reminder here of the language development policy. Learning to speak, read and write in mother tongue effectively FISRT means that you will subsequently be able to communicate effectively in a second language. It is important to also note that communication is developed across subjects, not just in English and National Language lessons.

28		**Activity 8** Ask teachers to look through the language overviews provided in the Background Information. They should talk in pairs about language and communication expectations at different stages of child development. They should ask each other questions in their pairs about the links between these three overviews.
29		Complete this activity all together. What language could be developed through learning experiences and activities designed to help learners reach these learning outcomes?
30		Time for a break

		Session 4
31		Ask teachers to talk about what they think this slide is explaining. It is revealing that creativity comes from experiences and knowledge building. Ask teachers if they think it is also true that creativity can come from 'imagination only'. It is true that children are very creative! They construct meaning through new experiences.
32		Read through this slide all together. Ask teachers to write down responses to these questions in their workbooks. They should compare what they have written with a partner. An important part of the discussion here is about the value of critical and creative thinking to problem solving – a particularly useful 21st Century skill where rapid change is occurring not only in South Sudan!

33		A reminder that ways of learning (Bloom) need to complemented by different depths of learning (Webb). This is a feature of critical thinking.
34		This slide is repeated from earlier and this time, we are explaining that facts are important but that they can be uncovered in a variety of ways.
35		Ask teachers about what they have done in the classroom recently that was in support of developing critical and creative thinking. See if teachers can use the vocabulary in the boxes to help them explain what they did.
36		This slide and the next slide remind teachers that culture and heritage – an important element of the curriculum framework – is supported well by the competency of Culture and Identity. Ask teachers to talk in pairs for a few minutes about how their teaching recently has reflected the culture, heritage, and identity of South Sudan.
37		This slide reinforces the previous slide.

38		**Activity 9** Remind teachers that student competencies were built into the curriculum syllabus units and are therefore evident across textbooks. Ask teachers to spend the remaining time of the day looking through some textbooks to find examples of where student competencies are developed. You could make this into a bit of a game… who can find THE BEST example of communication, etc?
39	End of Module 1 The next module looks at the Syllabus Format 	Closing Slide. End of the day.

Module 2:
Subject Expectations

This module explores subject expectations.

Module 2: Subject Expectations

This module explores the importance of the four competencies to all learning areas and subjects.

Learning Outcomes:

By the end of the module, teachers will be able to:

- Understand how the subject syllabuses have been
- planned to identify key learning each year and provide progress form P1 to S4.

Related Professional National Standards:

1.2 Teachers use knowledge of learning processes, theories and principles to plan and deliver lessons

Outline

Session	Content
1	Slides - Syllabus Overview • *Activity 1 – National Language Strands*
2	Slides - Learning outcomes • *Activity 2 – Maths learning objectives* • *Activity 3 – Social Studies photo 1* • *Activity 4 – Social Studies photo 2*
3	Learning Objectives • *Activity 5 – Arts activity link to other subjects*
4	ECD • *Activity 6 – Other subjects* • *Activity 7 – ECD Range of activities*

Resources

Curriculum Framework
ECD Curriculum and Guidance
Syllabus Overviews

Background information

Outcome Based Education Principles

There are different definitions for outcome-based education. The most widely used one is the four principles suggested by Spady (1994).

An OBE curriculum means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction and assessment to make sure this learning ultimately happens. The four basic principles are (Spady, 1994):

- **Clarity of focus**

This means that everything teachers do must be clearly focused on what they want students to know, understand and be able to do. In other words, teachers should focus on helping students to develop the knowledge, skills and personalities that will enable them to achieve the intended outcomes that have been clearly articulated.

- **Designing down**

It means that the curriculum design must start with a clear definition of the intended outcomes that students are to achieve by the end of the program. Once this has been done, all instructional decisions are then made to ensure achieve this desired end result.

- **High expectations**

It means that teachers should establish high, challenging standards of performance in order to encourage students to engage deeply in what they are learning. Helping students to achieve high standards is linked very closely with the idea that successful learning promotes more successful learning.

- **Expanded opportunities**

Teachers must strive to provide expanded opportunities for all students. This principle is based on the idea that not all learners can learn the same thing in the same way and in the same time. However, most students can achieve high standards if they are given appropriate opportunities.

Outcomes Based Education Process

'Constructive alignment' is the process that we usually follow when we build up an OBE syllabus. It is a term coined by Professor John Biggs in 1999, which refers to the process to create a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. The word 'constructive' refers to what the learner does to construct meaning through relevant learning activities. The 'alignment' aspect refers to what the teacher does. The key to the alignment is that the components in the teaching system, especially the teaching methods used, and the assessment tasks are aligned to the learning activities assumed in the intended outcomes.

- Defining Curriculum Objectives and Intended Learning Outcomes
- Designing Assessment Tasks
- Selecting Teaching and Learning Activities
- Tips: Reviewing your Program-level Outcomes
- Tips: Writing Intended Learning Outcomes
- Tips: Choosing an Appropriate Outcome-based Assessment Tool and Method
- Example: An Outcome-based Assessment Marking Scheme

Defining Curriculum Objective and Intended Learning Outcomes

A learning outcome is what a student CAN DO as a result of a learning experience. It describes a specific task that he/she is able to perform at a given level of competence under a certain situation. The three broad types of learning outcomes are:

- Knowledge, understanding and skills
- Generic skills
- Attitudes and values

What are "Subject Overviews"?

The Subject Overviews for Primary 1 to Secondary 4 set out the key learning expected for each of the curriculum subjects be the end of every year. For each subject, the Subject Overview sets out:

- The rationale for the subject
  - The purpose and scope of the subject
- The subject within the broader Framework
  - How the subject fits within the overall Curriculum Framework, and in particular how it contributes to the four Student Competences
- The teaching and learning of the subject
  - Key approaches to teaching and learning that are needed to meet the aims of the new curriculum

The Subject Overview also shows how the subject is organized. This is usually in terms of "strands" which are the component parts of the subject. For example, English is divided into the four strands of: Listening, Speaking, Reading and Writing.

The Overview sets out the key purpose of each strand.

The final section of each Subject Overview sets out the expected learning outcomes by the end of the year for each of these strands. They should therefore be used as the basis for any end-of-year assessments.

These learning outcomes are the basis for the more detailed Syllabus Units and for the textbooks.

Expected Learning Outcomes

The expected learning outcomes comprise three main forms of learning:

- Knowledge: the memorizing of information
- Understanding: putting knowledge into a framework of meaning
- Skills: the ability apply one's knowledge and understanding; to perform a mental or physical process

For example:

- Knowledge: remembering that Paris is the capital of France
- Understanding: understanding why Washington and not New York is the capital of the USA
- Skill: being able to find out (eg from a book, map or the internet) what is the capital of Mongolia.

So it is important to look at the expected learning outcomes in these terms. We must ask ourselves, does this require knowledge, skills or understanding.

For example, in Primary 1 Science, learners are expected to:

- "Know basic weather conditions.." *(Knowledge)*
- "Understand the use of simple machines .." *(Understanding)*
- "Investigate which objects sink .." *(Skill)*

When using these Subject Overviews for planning teaching or for assessment, it is essential to look closely at the expected learning outcomes and distinguish between knowledge, skills and understanding. Each is taught and assessed differently. The "School Based Assessment Guidance" gives more help with this.
The new curriculum takes the skills one stage further, and has been

Maths Primary 2	Unit 1: Numbers
Learn about	**Key inquiry questions**
Learners should read, write and order numbers up to three digits to 100 using a number line. They should investigate place value including estimation and round off numbers to the nearest ten and hundred and use number lines to add numbers involving one carrying and subtraction without borrowing. Learners should investigate multiplication facts up to 10x10, understand multiplication as a repeated addition and division facts of numbers up to 100 by numbers not exceeding 10. Learners should investigate dividing a whole object into two parts and each part into two parts and develop the concept of fraction as part of a whole.	• Can you write and read any number with 3 digits? • How do you arrange numbers in ascending or descending order? • How do we round numbers to the nearest tens and hundreds? • How do you add a three-digit numbers with one carrying? • How do you subtract a three-digit number without borrowing? • What are the multiples in the table of 2 to 10 numbers? • How do you divide numbers up to 100 by numbers not exceeding 10? • How do you describe a fraction

Learning outcomes		
Knowledge and understanding	**Skills**	**Attitudes**
• Read, write, compare and order numbers up to 3 digits • Rounding off numbers to the nearest tens and hundreds • Addition involving one carrying • Subtraction without borrowing • Recall multiplication facts up to 10x10 • Know division facts for numbers up 100 by numbers not exceeding 10 • Fractions (half and quarter as a part of a whole)	• Reading and writing • Drawing and shading to show parts of fraction • Using number lines to add and subtract numbers	• Appreciate the activities in mathematics and use of mathematics in daily life, through cooperation and teamwork • Confidence to investigate maths and to take responsibility for their own learning

Contribution to the competencies:
Critical thinking: enhanced through problem solving in the four operations
Communication: skills improved through discussion
Co-operation: during group activities

Links to other subjects:
Social Studies
Science
Physical Education

Maths Primary 8	Unit 1: Numbers
Learn about	**Key inquiry questions**
Learners should investigate length, perimeter and circumference of a circle and explore the properties of isosceles, equilateral, scalene and right-angled triangles, parallelograms, rhombuses, kites and trapezium quadrilaterals, and circles, and work out their areas. They should investigate the surface area of cubes, cuboids, spheres, cylinders, cones, triangular prism and square based pyramid and their volume. They should explore and explain the conversion of m^3 to cm^3 and vice versa. Learners should investigate the movement of objects, distance they cover and their average speed over a given time taken and investigate and express speed as distant covered per unit time for example (m⁄s,cm/s and km⁄h), and consolidate their understanding.	• How do we investigate length, perimeter and circumference of a circle? • How do we differentiate between perimeter and circumference? • Why is it important to solve problems involving areas? • How can we calculate the surface area of cuboids, cones and cylinders and apply the knowledge and skills in daily situation? • How do we use volume and capacity to solve practical problems? • How can we explain the relationship between speed, time and distance moved?

Learning outcomes		
Knowledge and understanding	**Skills**	**Attitudes**
• Solving problems involving length, perimeter and circumference • Solving problems involving areas of given shapes; triangles, quadrilaterals, circles and combined shapes • Solving problems involving surface area and volumes of cuboids • Converting m^3 to cm^3 and vice-versa • Solving problems involving capacity • Solving problems involving; commissions and discounts, hire purchase, profit and loss, simple interest and compound interest • Solving problems involving speed, time and distance • Speed as a distance covered in unit time *(m/s and km/h)*	• Solve problems using shape • Calculate the areas of shapes and the surface area of cuboids, cones and cylinders • Manage problems involving volumes and capacities, cuboids, cones and cylinders • Change the units of volume and capacity in m^3 and cm^3 and apply the knowledge • Estimate speed, distance and time taken and be able to convert speed units	• Appreciate the activities in mathematics and use of mathematics in daily life, through cooperation and teamwork • Confidence to investigate maths and to take responsibility for their own learning

Contribution to the competencies:
Critical thinking: how to carry out measurements and construction of shapes of common solids as well as develop effective skills of computation
Communication: presentation of their work
Co-operation: through discussion

Links to other subjects:
Links to a range of subjects such as Science and Social Studies where measurement is used.

Science Primary 3	Science Primary 3
Learn about	**Key inquiry questions**
Learners should know that certain foods are necessary for body building and growth, for energy in movement, work and exercise; and certain foods are necessary for the body to work well, and their deficiency may result in diseases, especially in young children. Learners should learn the characteristics of the foods they consume daily and investigate by reading and discussion with experts. They should learn about and investigate using fair tests the importance of washing dirty clothes with suitable soap and detergents. Learners should learn in groups the importance of rest and sleep and why each one is necessary for a healthy life.	• Why do we eat food? • Why is it important for us to do exercises? • Why do we sleep and rest? • How do we keep our clothes clean?

Learning outcomes		
Knowledge and understanding	**Skills**	**Attitudes**
• Understand the importance of food, exercise, washing clothes, sleep and rest for a healthy life.	• Design tests on detergents for washing clothes • Draw conclusions from evidence	• Appreciate the importance of clean clothes, food, exercise, washing clothes, sleep and rest for a healthy life • Co-operate in group work
Contribution to the competencies: **Critical thinking:** explaining why it is important to eat, and selecting the right types of food and using appropriate detergents for body and clothes		
Links to other subjects: Life Skills: Health and hygiene		

Science Primary 5	Unit 1: Health and Hygiene
Learn about	**Key inquiry questions**
Learners should draw on their experience at home and in previous lessons to understand the relationship between germs and sanitation. They should investigate using a wide variety of sources, discuss and write about how common human parasites are spread and understand how this can be controlled. They should learn about how to develop a healthy lifestyle for themselves and their families, the concept of health hazards and risk, and know about common legal and illegal drugs and their types. As a result, they should be in a position to explain the importance of hygiene and their responsibility to develop a healthy lifestyle.	• How are germs related to sanitation? • Why should we keep our environment clean? • Why are human parasites common in places with poor sanitation? • How are common human parasites spread and controlled? • Why should we promote healthy lifestyle? • How can health hazards be avoided? • How can you differentiate common drugs and their types?

Learning outcomes		
Knowledge and understanding	**Skills**	**Attitudes**
• Understand the relationship between germs and sanitation • Know about common human parasites, how they are spread and controlled • Understand healthy lifestyle and concept of health hazards, common drugs and their types	• Recording and presenting group findings • Investigate causes of health hazards, drugs and their types • Use reference books and the internet to access information • Classify common drugs and their types	• Practice proper hygiene • Promote methods of controlling common human parasites • Co-operation and teamwork while working in groups • Appreciate the practices that promote good health lifestyle • Show genuine interest as they conduct investigation.

Contribution to the competencies:
CCritical and Creative thinking: as they investigate drugs and their types
Communication: how to carry out these health measures and gain skills in group work
Co-operation: working in groups

Links to other subjects:
Geography: Environmental protection
Life Skills: drugs

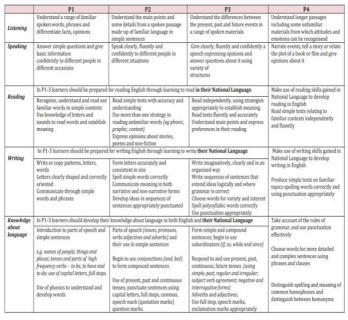
Tutor Course Notes

Key Messages and Approaches

- This module is quite practical in nature to reflect the need for this in teaching in order for student competencies to be developed.
- The key text is on the slides, but also in the Tutor's Handbook. It is usually best to read the slides aloud, stopping to check that participants understand, or get some participants to read section in turn.
- Many of the activities today require teachers to look at the Syllabus Overviews. It is always better for participants to share these rather than have one each, because this encourages discussion.
- Nearly all the activities are discussion-based. Participants should be put into pairs, and the pairs put together into groups of four or six. If there is an uneven number of participants, then some will need to work in a three.
- Participants should be encouraged to use their workbook effectively to record what they are learning.
- Depending on the size of the class it may not be possible for every group to report back on every activity. So, it will be necessary to ensure that every group gets a chance during the day, and also that it is not always the same person who speaks on behalf of the group.

Presenting the Slides – Script

		Session 1
1	Welcome to Course 2 Module 2 Subject Expectations	Welcome participants as they arrive and ask them what is their favourite subject to teach. When everybody is ready, begin by talking about what makes some subjects fun or exciting to teach.
2		A recap for yesterday. What competencies are being displayed and developed here?

3		What competencies are being shown here? How do the two activities shown in these photographs compare? What is the same and what is different? What learning outcomes are being developed in each? How are they supported by student competencies?
4	**Professional Studies: Course 2** **Module 3: Subject Expectations** **This module explores subject expectations.** **Learning Outcomes** By the end of the module, teachers will be able to: Understand how the subject syllabuses have been planned to identify key learning each year, and provide progress form P1 to S4. **Related Professional National Standards:** **1.2 Teachers use knowledge of learning processes, theories and principles to plan and deliver lessons**	Moving on from Yesterday, this module looks at subject expectations which we can also call expected learning outcomes. Allow teachers a few minutes to read their background information about Outcome based Education. Ask a few teachers to summarise that information.
5	Subject Overviews **Expected Learning Outcomes** The expected learning outcomes comprise three main forms of learning: • Knowledge: the memorizing of information • Understanding: putting knowledge into a framework of meaning • Skills: the ability apply one's knowledge and understanding; to perform a mental or physical process	This description of Learning Outcomes should be a reminder. Can teachers give an example of a learning outcome for each category?
6	The final section of each Subject Overview sets out the expected learning outcomes by the end of the year for each of these strands. They should therefore be used as the basis for any end-of-year assessments.	This is an important principle of the curriculum. By the end of the year, learners should be able to do, know and understand what is presented in the Syllabus Overview. There are only formal assessments in P8 and S4, but formative assessments should see how far learners are moving towards these learning outcomes as the year progresses.
7	 **P1**: Listening: Understand a range of familiar spoken words, phrases and differentiate facts, opinions Speaking: Answer simple questions and give basic information confidently to different people in different occasions Reading: In P1-3 learners should be prepared for reading English through learning to read **in their National Language.** Reading: Recognise, understand and read out familiar words in simple contexts Use knowledge of letters and sounds to read words and establish meaning Writing: In P1-3 learners should be prepared for writing English through learning to write **their National Language** Writing: Write or copy patterns, letters, words Letters clearly shaped and correctly oriented Communicate through simple words and phrases Knowledge about language: In P1-3 learners should develop their knowledge about language in both English and **their National Language** Knowledge about language: Introduction to parts of speech and simple sentences *e.g. names of people, things and places; tenses and parts of high frequency verbs – to be, to have and to do; use of capital letters, full stops* Use of phonics to understand and develop words **P2**: Listening: Understand the main points and some details from a spoken passage made up of familiar language in simple sentences Speaking: Speak clearly, fluently and confidently to different people in different situations Reading: Read simple texts with accuracy and understanding Use more than one strategy in reading unfamiliar words (*eg phonic, graphic, context*) Express opinions about stories, poems and non-fiction Writing: Form letters accurately and consistent in size Spell simple words correctly Communicate meaning in both narrative and non-narrative forms Develop ideas in sequences of sentences appropriately punctuated Knowledge about language: Parts of speech (*nouns, pronouns, verbs adjectives and adverbs*) and their use in simple sentences Begin to use conjunctions (*and, but*) to form compound sentences Use of present, past and continuous tenses; punctuate sentences using capital letters, full stops, commas, speech mark (quotation marks) question marks. **P3**: Listening: Understand the differences between the present, past and future events in a range of spoken materials Speaking: Give clearly, fluently and confidently a speech expressing opinions and answer questions about it using variety of structures Reading: Read independently, using strategies appropriately to establish meaning Read texts fluently and accurately Understand main points and express preferences in their reading Writing: Write imaginatively, clearly and in an organised way Write sequences of sentences that extend ideas logically and where grammar is correct Choose words for variety and interest Spell polysyllabic words correctly Use punctuation appropriately Knowledge about language: Form simple and compound sentences; begin to use subordination (*if, as, while and since*) Respond to and use present, past, continuous, future tenses (*using simple, past, regular and irregular; subject verb agreement; negative and interrogative forms*) Adverbs and adjectives; Use full stop, speech marks, exclamation marks appropriately **P4**: Listening: Understand longer passages including some unfamiliar materials from which attitudes and emotions can be recognised Speaking: Narrate events, tell a story or relate the plot of a book or film and give opinions about it Reading: Make use of reading skills gained in National Language to develop reading in English Read simple texts relating to familiar contexts independently and fluently Writing: Make use of writing skills gained in National Language to develop writing in English Produce simple texts on familiar topics spelling words correctly and using punctuation appropriately Knowledge about language: Take account of the rules of grammar, and use punctuation effectively Choose words for more detailed and complex sentences using phrases and clauses Distinguish spelling and meaning of common homophones and distinguish between homonyms	Hand around the Syllabus Overview and give teachers a few minutes to look at them. Then talk about the fact that statements in each of these boxes (for National Languages) represent what learners are expected to be able to do, know and understand by the ed of each year. Chose one strand and follow it through from P1 to P8. Discuss with teachers how learning progresses.

8		**Activity 1** Ask teachers to take a detailed look at a different strand for themselves. The ask them to work in pairs to create a list of quick assessment activities that could be conducted at the end of each year to explore whether or not learners have reached the learning outcome. Give a few examples such as a presentation in activity in P7 to demonstrate both sides of an argument about travelling by bike rather than by car.
9		Time for a break

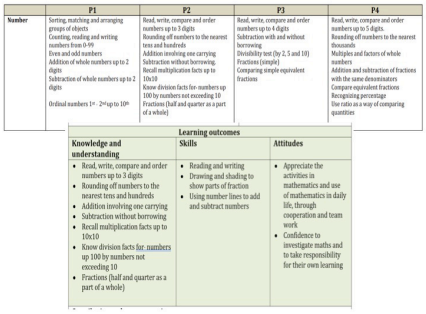
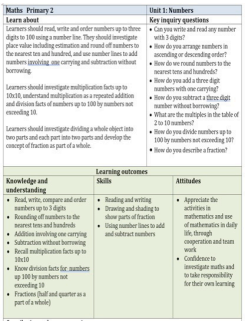
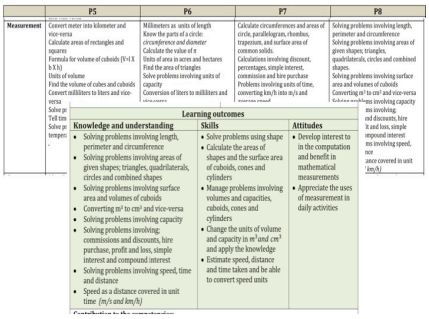
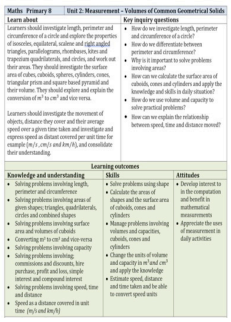
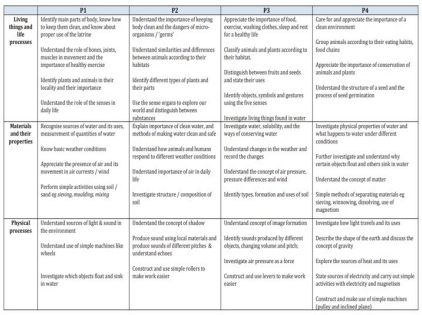
		Session 2
10		Now we take a more detailed look at the maths syllabus. Read through each of these strands. Explain that all subjects have a set of strands which explain key features of each subject. They are set out in the syllabus separately, but in teaching and learning materials (textbooks etc) they are interlinked. Measurement for example includes and element of number as you calculate total distance etc
11		Read through one strand in detail as you did before, explaining how it progresses from P1 to P8. This time talk about how Measurement in P2 for example could be supported by Number from P1. Look at a few 'diagonals' like this.
12		**Activity 2** Give teachers time to read through these statements in the Syllabus Overview booklets relating to maths and ask them to make some 'diagonal statements' to share with the rest of the group.

Number	Know how to read, write, compare and order numbers, how to carry out basic operations involving numbers and how to solve problems involving fractions, decimals, percentages, ratios and proportions
Measurement	Estimate and measure to an appropriate degree of accuracy and express measurements with the correct units
Geometry	Explore shape, size space and relative position; represent real objects or positional relationships with scale drawings
Algebra	Use reasoning to solve problems involving unknown quantities and variables through the use of expressions, equations and formulae
Statistics	Manipulate, interpret, and represent statistical data and draw valid conclusions; understand risk by defining, interpreting and devising probabilities
Calculus (S3&4 only	Explore changing quantities e.g. gradient of curves and finding areas under curves

	P1	P2	P3	P4
Number	Sorting, matching and arranging groups of objects Counting, reading and writing numbers from 0-99 Even and odd numbers Addition of whole numbers up to 2 digits Subtraction of whole numbers up to 2 digits Ordinal numbers 1st - 2nd up to 10th	Read, write, compare and order numbers up to 3-digits Rounding off numbers to the nearest tens and hundreds Addition involving one carrying Subtraction without borrowing. Recall multiplication facts up to 10x10 Know division facts for numbers up 100 by numbers not exceeding 10 Fractions (half and quarter as a part of a whole)	Read, write, compare and order numbers up to 5-digits Subtraction with and without borrowing Divisibility test (by 2, 5 and 10) Fractions (simple) Comparing simple equivalent fractions	Read, write, compare and order numbers up to 5-digits. Rounding off numbers to the nearest thousands Multiples and factors of whole numbers Additions and subtraction of fractions with the same denominators Compare equivalent fractions Recognizing percentage Use ratio as a way of comparing quantities
Measurement	Estimate and compare length, capacity and weights Solving simple problems involving money Time of the day & days of the week Days of the week and month of the year Reading clock in hours	Estimating and measuring length using different objects and capacity using different containers Comparison of weight using beam balance Recognizing currency in shopping (correct balance) and activities Time in hours, half past, quarter past, quarter to the hour	Estimating and measuring length in centimetres, meters; capacity in litres, millilters and deciliters; weight in kgs and grams Operations involving length, capacity and weight Converting hours to minutes, seconds and vice-versa Operations on currencies	Measuring and drawing length to the nearest cm Solving problems using cm, and meters Find the area of squares and rectangles in cm^2 and m^2 and volume by counting cubes Estimate capacity, estimating weight, time in hours and minutes, simple calculation of money Tell time using the 24-hour system.
Geometry	Recognize geometrical lines and identification of simple geometrical shapes Making patterns and models of triangular and square base pyramids	Making patterns using geometrical shapes Types and properties of triangles, rectangles and squares Use patterns to recognize geometrical shapes	Sketch and draw accurately geometrical shapes	Identify intersecting, parallel and perpendicular lines Comparing angles, drawing right angle using corners Measurement of angles using degrees
Algebra			Inequalities and symbols, use of <,>	Using symbols for numbers, like and unlike terms, addition and subtraction of simple algebraic expressions
Statistics			Interpreting simple pictograms Interpreting and making block graphs	Data collection and recording, graphs of data (bar & line graphs)

	P5	P6	P7	P8
Listening	Comprehend the gist of a range of authentic passages in complex situation.	Understand the main points of an authentic spoken passage or conversation involving one or more speakers.	Understand the main points of authentic spoken passages and conversations in a range of different context	Identify the majority of points and infer the meaning of a range of authentic passages and conversation spoken at near native speed.
Speaking	Take part in discussion giving and justifying ideas creatively and confidently	Give a presentation effectively and confidently on a chosen theme and respond readily to questions	Give a presentation fluently on a chosen theme and argue view points with some degree of success	Participate proficiently in discussions relating to a variety of situations and topics, taking the initiative where possible
Reading	Understand texts including some unfamiliar materials from which attitudes and emotions can be recognised. Understand a wide range authentic texts in familiar contexts	Understand authentic written texts of moderate length and complexity, and produce a summary covering the majority of points. Begin to appreciate the plot and structure of simple stories.	Understand authentic texts of some degree of complexity and abstractions in a range of different context; produce a summary covering most essential points. Recognise how authors can achieve effect through sentence pattern and use of figurative language.	Understand and be able to infer the meaning of a range of more complex texts and produce a detail report covering all essential points. Identify how character and setting are created in literature, and how plot is developed in literature.
Writing	Produce formal and informal texts on familiar topics Communicate ideas creatively and accurately in an appropriate style	Structure writing to produce a coherent text in an appropriate register for specific purposes *(e.g. do application letter for a job or an account of a visit)*	Write coherent text in an appropriate register for different purposes *(e.g. a review, an article or a report)*	Write extended texts using a wide range of language in a variety of register covering more specialised content *(e.g. work related or in a specialised area of study)*
Knowledge about language	Adopt sentence construction for different purposes and readers; Understand and use adverbs, adjectives, nouns prepositions and conjunction appropriately Use punctuation appropriately to create effects Spell words containing unstressed vowels *(e.g. actually, similar)* Know and use common prefixes *(eg im…, il…,)*	Develop the use of complex sentences using connectives and subordinate clauses effectively; Use grammatical structures correctly (tense, agreement, plural) Understand and use abstract nouns, adverbs, adjectives, nouns substitutes, prepositions and conjunction appropriately Use a range of strategies to spell difficult and unfamiliar words; use a range of strategies to correct their own work;	Apply complex language elements in all ways of life to make oneself well understood in an efficient manner, drawing on a full range of punctuation to clarify meaning, aid cohesion and create a variety of effect.	Understand complex language usage and critical application of the elements across subjects in both familiar and unfamiliar contexts

	P5	P6	P7	P8
Number	Read, write, compare and order numbers up to 6-digits Divisibility tests of 3,4,6 and 9 Prime numbers HCF and LCM Roman numerals up to 50. Add and subtract fractions using LCM Simplification of fractions by cancelling Conversion of fractions to decimals and vice versa	Read, write, compare and order numbers up to a million Divisibility tests of 8 and 11. Squares and square roots of perfect squares up to 3-digits Conversion of decimals and fractions into percentage and vice- versa Proportion as relationship between two quantities	Squares and square roots of perfect square numbers Squares and square roots of fractions (perfect squares) and simple decimals Cubes of numbers Solving problems using ratios and proportions using the unitary method Percentage increase and decrease	Multiples and factors including fractions and decimals Finding square roots of mixed numbers involving perfect squares Recurring decimals Finding square roots of decimals Expressing fractions and decimals as percentages and vice-versa
Measurement	Convert meter into kilometer and vice-versa Calculate areas of rectangles and squares Formula for volume of cuboids (V=l X b X h) Units of volume Find the volume of cubes and cuboids Convert milliliters to liters and vice-versa Solve problems involving money Tell time in a.m. and p.m. Solve problems involving temperature in degrees Celsius	Millimeters as units of length Know the parts of a circle: *circumference and diameter* Calculate the value of π Units of area in acres and hectares Find the area of triangles Solve problems involving units of capacity Conversion of liters to milliliters and vice-versa Conversion of tonnes to kilograms and kilograms to grammes Solve problems involving tonnes, kilograms and grammes Finding profit and loss	Calculate circumferences and areas of circle, parallelogram, rhombus, trapezium, and surface area of common solids. Calculations involving discount, percentages, simple interest, commission and hire purchase Problems involving units of time, converting km/h into m/s and average speed. Problems involving units of weight. Problems involving temperature	Solving problems involving length, perimeter and circumference Solving problems involving areas of given shapes: triangles, quadrilaterals, circles and combined shapes. Solving problems involving surface area and volumes of cuboids Converting m^3 to cm^3 and vice-versa Solving problems involving capacity Solving problems involving: commissions and discounts, hire purchase, profit and loss, simple interest and compound interest Solving problems involving speed, time and distance Speed as a distance covered in unit time (m/s and km/h)
Geometry	Identify and construct parallel lines using ruler and protractor and compasses Use linear scale and draw lines to a given scale Identify different sorts of angles (acute, obtuse, reflex etc) and relate this to turns.	Constructing and bisecting lines Identifying vertically opposite and supplementary angles Constructing a circle of a given radius Making patterns with circles Making cubes and cuboids Conversion of scale and length, Writing scale in ratio form Making scale drawing.	Identifying transversal lines and angles of parallel lines Constructing equilateral, isosceles and right-angled triangles Inscribing and circumscribing triangles Pythagoras theorem (2D) Construction of parallelogram, rhombus and trapezium Drawing, interpreting and using a range of linear scale	Constructing, inscribing and circumscribing triangles of given sides and angles Applying Pythagoras relationships length and areas of triangles Making curved patterns from straight lines and nets for envelopes, pyramids and prisms Solving problems involving scale Use of co-ordinates

13	 **Learning outcomes** **Knowledge and understanding** • Read, write, compare and order numbers up to 3 digits • Rounding off numbers to the nearest tens and hundreds • Addition involving one carrying • Subtraction without borrowing • Recall multiplication facts up to 10x10 • Know division facts for- numbers up 100 by numbers not exceeding 10 • Fractions (half and quarter as a part of a whole) **Skills** • Reading and writing • Drawing and shading to show parts of fraction • Using number lines to add and subtract numbers **Attitudes** • Appreciate the activities in mathematics and use of mathematics in daily life, through cooperation and team work • Confidence to investigate maths and to take responsibility for their own learning	This is a bit of a quiz! Ask teachers to suggest which year group these learning outcomes are from.
14	**P2** Read, write, compare and order numbers up to 3 digits Rounding off numbers to the nearest tens and hundreds Addition involving one carrying Subtraction without borrowing. Recall multiplication facts up to 10x10 Know division facts for- numbers up 100 by numbers not exceeding 10 Fractions (half and quarter as a part of a whole)  **Maths Primary 2** — **Unit 1: Numbers** **Learn about** Learners should read, write and order numbers up to three digits to 100 using a number line. They should investigate place value including estimation and round off numbers to the nearest ten and hundred, and use number lines to add numbers involving one carrying and subtraction without borrowing. Learners should investigate multiplication facts up to 10x10, understand multiplication as a repeated addition and division facts of numbers up to 100 by numbers not exceeding 10. Learners should investigate dividing a whole object into two parts and each part into two parts and develop the concept of fraction as part of a whole. **Key inquiry questions** • Can you write and read any number with 3 digits? • How do you arrange numbers in ascending or descending order? • How do we round numbers to the nearest tens and hundreds? • How do you add a three digit number with one carrying? • How do you subtract a three digit number without borrowing? • What are the multiples in the table of 2 to 10 numbers? • How do you divide numbers up to 100 by numbers not exceeding 10? • How do you describe a fraction? **Learning outcomes** **Knowledge and understanding** • Read, write, compare and order numbers up to 3 digits • Rounding off numbers to the nearest tens and hundreds • Addition involving one carrying • Subtraction without borrowing • Recall multiplication facts up to 10x10 • Know division facts for- numbers up 100 by numbers not exceeding 10 • Fractions (half and quarter as a part of a whole) **Skills** • Reading and writing • Drawing and shading to show parts of fraction • Using number lines to add and subtract numbers **Attitudes** • Appreciate the activities in mathematics and use of mathematics in daily life, through cooperation and team work • Confidence to investigate maths and to take responsibility for their own learning	Reveal that it is P2. Explain 'why' by connecting the Los to the expected learning outcomes for the end of P2.
15	 **Learning outcomes** **Knowledge and understanding** • Solving problems involving length, perimeter and circumference • Solving problems involving areas of given shapes; triangles, quadrilaterals, circles and combined shapes • Solving problems involving surface area and volumes of cuboids • Converting m^3 to cm^3 and vice-versa • Solving problems involving capacity • Solving problems involving; commissions and discounts, hire purchase, profit and loss, simple interest and compound interest • Solving problems involving speed, time and distance • Speed as a distance covered in unit time *(m/s and km/h)* **Skills** • Solve problems using shape • Calculate the areas of shapes and the surface area of cuboids, cones and cylinders • Manage problems involving volumes and capacities, cuboids, cones and cylinders • Change the units of volume and capacity in m^3 *and* cm^3 and apply the knowledge • Estimate speed, distance and time taken and be able to convert speed units **Attitudes** • Develop interest to in the computation and benefit in mathematical measurements • Appreciate the uses of measurement in daily activities	Here is another one. Can teachers select which year?
16	**P8** Solving problems involving length, perimeter and circumference Solving problems involving areas of given shapes; triangles, quadrilaterals, circles and combined shapes. Solving problems involving surface area and volumes of cuboids Converting m^3 to cm^3 and vice-versa Solving problems involving capacity Solving problems involving; commissions and discounts, hire purchase, profit and loss, simple interest and compound interest Solving problems involving speed, time and distance Speed as a distance covered in unit time *(m/s and km/h)*  **Maths Primary 8** — **Unit 2: Measurement – Volumes of Common Geometrical Solids** **Learn about** Learners should investigate length, perimeter and circumference of a circle and explore the properties of isosceles, equilateral, scalene and right angled triangles, parallelograms, rhombuses, kites and trapezium quadrilaterals, and circles, and work out their areas. They should investigate the surface area of cubes, cuboids, spheres, cylinders, cones, triangular prism and square based pyramid and their volume. They should explore and explain the conversions of m^3 to cm^3 and vice versa. Learners should investigate the movement of objects, distance they cover and their average speed over a given time taken and investigate and express speed as distant covered per unit time for example *(m/s , cm/s and Km/H)*, and consolidate their understanding. **Key inquiry questions** • How do we investigate length, perimeter and circumference of a circle? • How do we differentiate between perimeter and circumference? • Why is it important to solve problems involving areas? • How can we calculate the surface area of cuboids, cones and cylinders and apply the knowledge and skills in daily situation? • How do we use volume and capacity to solve practical problems? • How can we explain the relationship between speed, time and distance moved? **Learning outcomes** **Knowledge and understanding** • Solving problems involving length, perimeter and circumference • Solving problems involving areas of given shapes; triangles, quadrilaterals, circles and combined shapes • Solving problems involving surface area and volumes of cuboids • Converting m^3 to cm^3 and vice-versa • Solving problems involving capacity • Solving problems involving; commissions and discounts, hire purchase, profit and loss, simple interest and compound interest • Solving problems involving speed, time and distance • Speed as a distance covered in unit time *(m/s and km/h)* **Skills** • Solve problems using shape • Calculate the areas of shapes and the surface area of cuboids, cones and cylinders • Manage problems involving volumes and capacities, cuboids, cones and cylinders • Change the units of volume and capacity in m^3 and cm^3 and apply the knowledge • Estimate speed, distance and time taken and be able to convert speed units **Attitudes** • Develop interest to in the computation and benefit in mathematical measurements • Appreciate the uses of measurement in daily activities	Reveal that it is P8, again explaining why.
17		Now we are moving to take a look at the Science syllabus. Once again it is organised into strands. Give teachers some time to lo through the strands.

18	**Learn about** Learners should know that certain foods are necessary for body building and growth, for energy in movement, work and exercise; and certain foods are necessary for the body to work well, and their deficiency may result in diseases, especially in young children. Learners should learn the characteristics of the foods they consume daily and investigate by reading and discussion with experts. They should learn about and investigate using fair tests the importance of washing dirty clothes with suitable soap and detergents. Learners should learn in groups the importance of rest and sleep and why each one is necessary for a healthy life.	Anther Quiz! Which year is this taken from?
19	**P3** **Living things and life processes**: Appreciate the importance of food, exercise, washing clothes, sleep and rest for a healthy life; Classify animals and plants according to their habitat; Distinguish between fruits and seeds and state their uses; Identify objects, symbols and gestures using the five senses; Investigate living things found in water **Materials and their properties**: Investigate water, solubility, and the ways of conserving water; Understand changes in the weather and record the changes; Understand the concept of air pressure, pressure differences and wind; Identify types, formation and uses of soil **Physical processes**: Understand concept of image formation; Identify sounds produced by different objects, changing volume and pitch; Investigate air pressure as a force; Construct and use levers to make work easier **Science Primary 3** — **Unit 1: Healthy Habits** **Learn about**: Learners should know that certain foods are necessary for body building and growth, for energy in movement, work and exercise; and certain foods are necessary for the body to work well, and their deficiency may result in diseases, especially in young children. Learners should learn the characteristics of the foods they consume daily and investigate by reading and discussion with experts. They should learn about and investigate using fair tests the importance of washing dirty clothes with suitable soap and detergents. Learners should learn in groups the importance of rest and sleep and why each one is necessary for a healthy life. **Key inquiry questions**: Why do we eat food? Why is it important for us to do exercises? Why do we sleep and rest? How do we keep our clothes clean? **Learning outcomes** **Knowledge and understanding**: Understand the importance of food, exercise, washing clothes, sleep and rest for a healthy life. **Skills**: Design tests on detergents for washing clothes; Draw conclusions from evidence **Attitudes**: Appreciate the importance of clean clothes, food, exercise, washing clothes, sleep and rest for a healthy life; Co-operate in group work **Contribution to the competencies:** Critical thinking: explaining why it is important to eat, and selecting the right types of food and using appropriate detergents for body and clothes **Links to other subjects:** Life Skills: Health and hygiene	Reveal that it is P3 and once again explain why.
20	**P5**: **Living things and life processes**: Understand the relationship between germs and sanitation; Know about common human parasites, how they are spread and controlled; Understand a healthy lifestyle and the concept of health hazards, common drugs and their types; Understand the internal structures of sense organs (eye and ear) and their uses **Materials and their properties**: Describe the importance and uses of water in agriculture; Appreciate the importance of minerals and manure in agriculture; Construct and use simple weather instruments; Understand the concept and causes of wind and uses of wind energy; Describe and explain the behaviour of materials under different temperatures **Physical processes**: Differentiate between transparent, translucent and opaque objects; Understand the nature of sound and its uses; Understand rotation of earth and day night; Describe simple common tools and their classification as machines e.g. first class, second etc **P6**: Explain the causes of drug abuse and its impacts on life; Understand the nature of changes occurring in humans at puberty, (sexual relationship, sexual intercourse, conception, pregnancy, childbirth, contraception); Understand the levels of organisation of living things: cells, tissues, organs, systems; Know the food types and understand the importance of a balanced diet; Understand structures of plants and their functions; Describe water cycle and understand the effects of weather on human activities; Describe the components of air and their properties and understand that air supports burning; Explain properties of metals and non-metals; Explain the states of matter and changes of state, and understand concepts of atoms, elements, mixtures and compounds; Understand the concepts of mass flow and diffusion; Understand concepts of reflection and refraction of light; Understand how light and sound travel through different media; Understand earth and space in relation to solar system; explain seasons; Understand concept of heat and how it is measured **P7**: Explain structures and functions of human excretory and circulatory system; Explain how reproduction takes place in flowering plants; Name some common water and air-borne diseases, describe their causes, effects and prevention; stress and depression; home nursing; Explain the structures and functions of human digestive and respiratory systems; Understand hygienic food preparation techniques; nutrition needs for good health and for special groups; Outline the sources of water, methods of collection & purification; pollution and its impact; Understand humidity and how to measure it; Recognise difference between mass and weight and their measurement; Explain the term 'chemical reaction' and describe how reactions involve energy changes; Understand forces and the different types of forces and units for measuring force; Identify different forms of energy, describe energy transformations; Describe components of solar system, orbits of planets and moons; Understand the use gears, and multiple pulleys in making work easier **P8**: Apply knowledge of hygiene and disease to personal and home sanitation, food preservation; Explain how reproduction takes place in mammals and birds; Describe effective pre- and post-natal care in humans; Understand processes of respiration and photosynthesis, and describe the differences between plants and animals, explain inter-dependency between plants and animals; Understand the structure and function of the nervous system; Explain the environmental concern about water and describe conservation strategies; Differentiate between weather and climate; describe their effects on land use and human population; Explain the relationship between temperature, pressure and volume of air, the concept of a vacuum; Describe common properties and uses of acids and bases; the uses of indicators; Understand parallel between human eye and pin-hole camera; Understand how sound is produced and how human ear perceives it; Explain concept of constellations, galaxies, the universe; Describe how heat is conserved; Explain how magnets can be made from electricity and the applications of electro-magnetism	Read through some of the statements here. Ask teachers to tell you what activities might take place in the classroom to help learners reach these outcomes.
21	**Learn about** Learners should draw on their experience at home and in previous lessons to understand the relationship between germs and sanitation. They should investigate using a wide variety of sources, discuss and write about how common human parasites are spread and understand how this can be controlled. They should learn about how to develop a healthy lifestyle for themselves and their families, the concept of health hazards and risk, and know about common legal and illegal drugs and their types. As a result they should be in a position to explain the importance of hygiene and their responsibility to develop a healthy lifestyle.	Read this together and ask teachers to tell you what they think learners already need to know to be able to do some of the activities described here. This will help teachers to consider what year group it might be taken from
22	**P5**: **Living things and life processes**: Understand the relationship between germs and sanitation; Know about common human parasites, how they are spread and controlled; Understand a healthy lifestyle and the concept of health hazards, common drugs and their types; Understand the internal structures of sense organs (eye and ear) and their uses **Materials and their properties**: Describe the importance and uses of water in agriculture; Appreciate the importance of minerals and manure in agriculture; Construct and use simple weather instruments; Understand the concept and causes of wind and uses of wind energy; Describe and explain the behaviour of materials under different temperatures **Physical processes**: Differentiate between transparent, translucent and opaque objects; Understand the nature of sound and its uses; Understand rotation of earth and day night; Describe simple common tools and their classification as machines e.g. first class, second etc **Science Primary 5** — **Unit 1: Health and Hygiene** **Learn about**: Learners should draw on their experience at home and in previous lessons to understand the relationship between germs and sanitation. They should investigate using a wide variety of sources, discuss and write about how common human parasites are spread and understand how this can be controlled. They should learn about how to develop a healthy lifestyle for themselves and their families, the concept of health hazards and risk, and know about common legal and illegal drugs and their types. As a result they should be in a position to explain the importance of hygiene and their responsibility to develop a healthy lifestyle. **Key inquiry questions**: How are germs related to sanitation? Why should we keep our environme at clean? Why are human parasites common in places with poor sanitation? How are common human parasites spread and controlled? Why should we promote healthy lifestyle? How can health hazards be avoided? How can you differentiate common drugs and their types? **Learning outcomes** **Knowledge and understanding**: Understand the relation ship between germs and sanitation; Know about common human parasites, how they are spread and controlled; Understand healthy lifestyle and concept of health hazards, common drugs and their types **Skills**: Recording and presenting group findings; Investigate causes of health hazards, drugs and their types; Use reference books and the internet to access information; Classify common drugs and their types **Attitudes**: Practice proper hygiene; Promote methods of controlling common human parasites; Co-operation and team work while working in groups; Appreciate the practices that promote good health lifestyle; Show genuine interest as they conduct investigation. **Contribution to the competencies:** Critical and Creative thinking: as they investigate drugs and their types; Communication: how to carry out these health measures and gain skills in group work; Co-operation: working in groups **Links to other subjects:** Geography: Environmental protection; Life Skills: drugs	Reveal the answer and talk about where the learning outcomes in the syllabus unit are shown in the Syllabus Overview.

		P1	P2	P3	P4
	History	Explore the history of their family (*eg family tree*) and village so that they appreciate how things have changed over time. (*eg by talking to older people in the village*) Look at how some familiar objects (*forms of transport etc*) have changed over time.	Find out how their village and locality have changed over time, and begin to understand the reasons for these changes. Place events and objects in chronological order.	Describe the way of life of African people from the distant past and their economic and cultural activities. Understand the factors that influenced the development of early settlement and migration in South Sudan	Find out about the impact of technology on ways of life in the past and how this has shaped history, by studying some key examples (*eg the plough, gunpowder; printing; the steam engine etc*) Begin to place events, people and changes into correct periods of time.
	Geography	Physical Talk about the key physical features of their local area (*hills, streams, forests.*) Identify the key human features of their area including resources and economic activities around home and school. (*crops, shops, manufacture etc.*) Begin to recognise how the physical world can be represented on a map within the context of their own school, village and local routes.	Talk about the physical features found within the Pyram and South Sudan (*such as hills, valleys, rivers, swamp and significant plants and crops*) Describe key human activities of the Pyram and South Sudan including some of the principle jobs and products (*such as crops, animals, oil, mining etc*) Know the importance of caring for the immediate environment (*litter, dirt etc*) Be able to recognise the position of their own village and major cities and other features on a map of South Sudan.	Identify the key physical features of the African continent and begin to understand how they were formed Describe the types of settlement, land use, and economic activity in the African continent including some of the principle jobs and products and how these vary in different areas. Investigate the sources of what pollutes our environment (*eg burning, sewage, rubbish, water pollution etc*) Recognise and interpret the key features of Africa on a map (*rivers, mountains, major cities etc*)	Describe the pattern of local weather and seasons, and begin to understand some of the causes of weather (*wind, rain etc*) Describe the basis of crop farming, forestry and fishing within the state, and find out about some of the traditional industries. Contrast this economic activity in localities in other parts of the world. Know about the phenomenon of climate change, and the impact on a locality Use scales to measure and investigate distance on maps and position places using grid lines.
	Map Skills				
	Citizenship	Civics Find out about our homes, family members, and the school community. Advocacy Be able to talk about their roles and responsibilities. (*eg in the family and school*) Active citizenship	Describe the communities found in the villages, their origin and the ceremonies, rituals and festivals practiced by people in the village Take part in some of the everyday decisions that affect them in their school communities.	Compare their own village or town to a contrasting location and recognize the similarities and differences. Learn about the importance and values of the national symbols and how these impact on everyday life. They present their ideas to others and begin to acknowledge different responses to their ideas.	Find out about the different people of the state, the stories of their origin, and the laws governing the communities in the state. Know about some of the key religious practices and symbols in the community Take part in decision-making activities with others in contexts that are familiar to them.
	Peace Education and Human Rights	Take turns, line up and share things with others. Understand the dangers of unfamiliar objects found on the environment	Co-operate within a group, appreciating different needs and roles Know the key warning signs of the presence of landmines.	Be aware of the ways of resolving conflict in their own situations, and the need for respect, tolerance and gender equality Understand and explain risks of mines and unexploded ordnance	Identify acts that can lead to conflicts in their own situation, and know how to avoid them. Know how to resist peer pressure when necessary.

Allow teachers time to read through the Syllabus for Social Studies. P1 to P4 Ask them to tell you which strand they find the easiest to teach.

Activity 3 Talk about different features of this photograph.

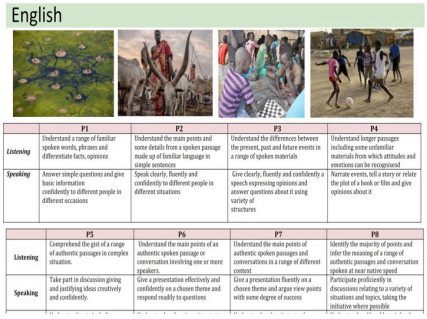
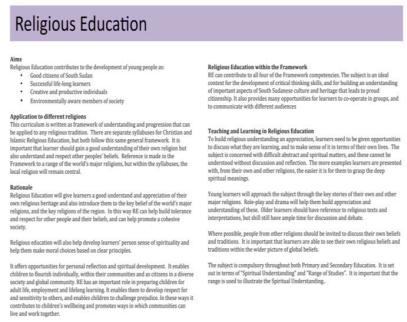
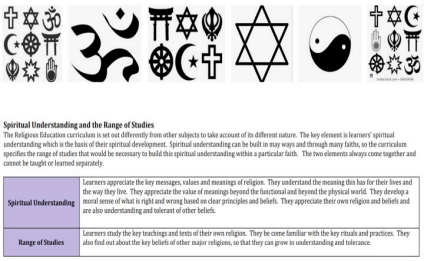
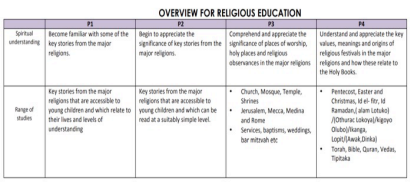
Using this picture as a stimulus for a potential classroom activity, ask teachers to work in pairs to create an activity that would enable learners to work towards one of the outcomes in P1 to P4 Social Studies. Teachers can choose which year, and which strand they like, but the activity they design must 'match' the learning outcome appropriately.

		P5	P6	P7	P8
	History	Find about the key pre-colonial kingdoms of South Sudan and Africa, and how they developed over time. Compare this to a country in another continent.	Understand the struggle for independence of South Sudan and name the role of the key people involved. Compare and contrast this to struggles elsewhere (*eg India, South Africa, South America*) Place events, people and changes into correct periods of time.	Understand the development, rise and fall of civilisations over time by making a study of at least two (*eg Mayan, Aztec, Rhymer Empire, Romans etc.*) Begin to develop a sense of period through describing and analysing the relationships between the characteristic features of periods studied.	Understand the process and implications of the coming of Europeans into Africa. Compare this to the experiences in other continents (*eg North and South America*) Build a chronological framework of periods and using this to place new knowledge in context.
	Geography	Physical Understand the processes leading to the original formation of the key physical features of South Sudan and Africa	Understand the processes leading to the formation of the key physical features (*such as tectonic plate movement, volcanic activity, erosion, deposition, pollution, human activity etc*)	Understand how physical features and processes affect settlement, communication, production and trade in South Sudan and other parts of the world.	Understand the factors that produce the climate and appreciate its effects at climate on human settlement, economic activities. Understand some of the causes and impact of climate change on South Sudan and the world.
		Human, economic and environmental Understand the importance of the differing farming systems in South Sudan and Africa in general, and how these relate to climate and physical features such as geology, soil and relief. Appreciate the possible impact of climate change and the need for sustainability.	Understand the operation of the key industries and types of trade of South Sudan and her neighbours. Make a particular study of the fishing industry in South Sudan. Understand how the key tourist attractions can be managed to the benefit of South Sudan and compare this to other countries.	Investigate the importance and potential of the mining sector of South Sudan, and the need for sustainable development. Understand the need to balance protection of bio-diversity with the development of agriculture and industry	Compare and contrast farming systems in South Sudan with other countries that have similar climates, and understand the need for sustainability. Understand the role of co-operative societies in South Sudan (*types of cooperatives, functions, benefits, and the problems facing cooperatives.*) Examine the problems and benefits associated with development projects (*such as SSTP in South Sudan and Africa.*)
	Map Skills	Use maps to interpret physical features at a range of scales in Africa and other continents.	Be familiar with the location of cities and key features of the major continents of the world.	Use maps to recognise settlement patterns, and major communication routes.	Interpret world maps to identify key physical and human features, and construct maps at a variety of scales.
	Citizenship	Civics Find out about the systems of government of South Sudan and neighbouring countries. Advocacy Appreciate the qualities of a good leader and good citizen. Active citizenship Take part in debates on issues that are familiar to them.	Appreciate the importance of tolerance, respect and equality to the way people live together Understand the social and political interactions between South Sudan and neighbouring countries. Explain the ways in which people can participate in democracy and how they can change things in communities.	Understand how ideals of justice and fairness underpin the legal system. Identify and discuss regional cooperation, regional bodies, and the importance of regional co-operation. (*eg Organisation of African Unity (OU)*) Research issues and use this to make informed contributions to debates.	Appreciate the factors impacting on national unity, and understand the importance of equitable distribution of national resources and power sharing in South Sudan and elsewhere. Work collaboratively to negotiate, plan and carry out an activity which will make a difference to the lives of others.
	Peace Education and Human Rights	Recognise that respect for human rights and gender equality underpin peaceful co-existence (*including gender stereotypes*) Be aware of the dangers and consequences of the spread of HIV/AIDS and STIs.	Recognise the importance of promoting human rights and the systems that protect them (*including forced marriage etc*) Know about the causes, effects and ways of preventing HIV/AIDS and STIs.	Begin to be able to discuss the consequences of international conflicts, and how they are mediated and resolved. Be aware of the ways of promoting gender equality in a local and national situation.	Understand some of the ways of building reconciliation in conflict areas, and the national and international bodies that exist to promote peace and reconciliation.

Now look through the Social Studies Syllabus Overview for P5 to P8. Discuss how learning builds on what has been learnt in P1 to P4. Talk briefly about the fact that in P1 to P3, learning was in mother tongue. How does that effect teaching and learning in P4/5 to P8?

Activity 4 Here is a different picture. Talk about what it represents, and key vocabulary associated with it. Ask teachers to work in small groups to design a classroom activity that centres around this picture. They can choose which year, and which strand they like, but the activity must 'match' the learning outcome appropriately. Ask a few groups to share their idea. Discuss briefly how these activities could be used as assessment activities to explore learning.

Time for lunch!

28		A quick recap on what has been explored today. How are competencies developed in activities associated with the two social studies pictures? What learning outcomes are learners working towards in the football and chess photos?
29	 English P1: Listening – Understand a range of familiar spoken words, phrases and differentiate facts, opinions P1: Speaking – Answer simple questions and give basic information confidently to different people in different occasions P2: Listening – Understand the main points and some details from a spoken passage made up of familiar language in simple sentences P2: Speaking – Speak clearly, fluently and confidently to different people in different situations P3: Listening – Understand the differences between the present, past and future events in a range of spoken materials P3: Speaking – Give clearly, fluently and confidently a speech expressing opinions and answer questions about it using variety of structures P4: Listening – Understand longer passages including some unfamiliar materials from which attitudes and emotions can be recognised P4: Speaking – Narrate events, tell a story or relate the plot of a book or film and give opinions about it P5: Listening – Comprehend the gist of a range of authentic passages in complex situation. P5: Speaking – Take part in discussion giving and justifying ideas creatively and confidently. P6: Listening – Understand the main points of an authentic spoken passage or conversation involving one or more speakers. P6: Speaking – Give a presentation effectively and confidently on a chosen theme and respond readily to questions P7: Listening – Understand the main points of authentic spoken passages and conversations in a range of different context P7: Speaking – Give a presentation fluently on a chosen theme and argue view points with some degree of success P8: Listening – Identify the majority of points and infer the meaning of a range of authentic passages and conversation spoken at near native speed P8: Speaking – Participate proficiently in discussions relating to a variety of situations and topics, taking the initiative where possible	Using these same images, let's take a look at the subject expectations in English. Ask teachers to share ideas about what speaking and listening activities could take place in order for learners to work towards each of these learning outcomes?
30	 Religious Education **Aims** Religious Education contributes to the development of young people as: • Good citizens of South Sudan • Successful life-long learners • Creative and productive individuals • Environmentally aware members of society **Application to different religions** This curriculum is written as framework of understanding and progression that can be applied to any religious tradition. There are separate syllabuses for Christian and Islamic Religious Education, but both follow this same general framework. It is important that learner should gain a good understanding of their own religion but also understand and respect other peoples' beliefs. Reference is made in the Framework to a range of the world's major religions, but within the syllabuses, the local religion will remain central. **Rationale** Religious Education will give learners a good understand and appreciation of their own religious heritage and also introduce them to the key belief of the world's major religions, and the key religions of the region. In this way RE can help build tolerance and respect for other people and their beliefs, and can help promote a cohesive society. Religious education will also help develop learners' person sense of spirituality and help them make moral choices based on clear principles. It offers opportunities for personal reflection and spiritual development. It enables children to flourish individually, within their communities and as citizens in a diverse society and global community. RE has an important role in preparing children for adult life, employment and lifelong learning. It enables them to develop respect for and sensitivity to others, and enables children to challenge prejudice. In these ways it contributes to children's wellbeing and promotes ways in which communities can live and work together. **Religious Education within the Framework** RE can contribute to all four of the Framework competencies. The subject is an ideal context for the development of critical thinking skills, and for building an understanding of important aspects of South Sudanese culture and heritage that leads to proud citizenship. It also provides many opportunities for learners to co-operate in groups, and to communicate with different audiences **Teaching and Learning in Religious Education** To build religious understanding an appreciation, learners need to be given opportunities to discuss what they are learning, and to make sense of it in terms of their own lives. The subject is concerned with difficult abstract and spiritual matters, and these cannot be understood without discussion and reflection. The more examples learners are presented with, from their own and other religions, the easier it is for them to grasp the deep spiritual meanings. Young learners will approach the subject through the key stories of their own and other major religions. Role-play and drama will help them build appreciation and understanding of these. Older learners should have reference to religious texts and interpretations, but skill still have ample time for discussion and debate. Where possible, people from other religions should be invited to discuss their own beliefs and traditions. It is important that learners are able to see their own religious beliefs and traditions within the wider picture of global beliefs. The subject is compulsory throughout both Primary and Secondary Education. It is set out in terms of "Spiritual Understanding" and "Range of Studies". It is important that the range is used to illustrate the Spiritual Understanding..	Religious Education is set out in the same way that the other subjects are presented.
31	 **Spiritual Understanding and the Range of Studies** The Religious Education curriculum is set out differently from other subjects to take account of its different nature. The key element is learners' spiritual understanding which is the basis of their spiritual development. Spiritual understanding can be built in may ways and through many faiths, so the curriculum specifies the range of studies that would be necessary to build this spiritual understanding within a particular faith. The two elements always come together and cannot be taught or learned separately. **Spiritual Understanding**: Learners appreciate the key messages, values and meanings of religion. They understand the meaning this has for their lives and the way they live. They appreciate the value of meanings beyond the functional and beyond the physical world. They develop a moral sense of what is right and wrong based on clear principles and beliefs. They appreciate their own religion and beliefs and are also understanding and tolerant of other beliefs. **Range of Studies**: Learners study the key teachings and texts of their own religion. They be come familiar with the key rituals and practices. They also find out about the key beliefs of other major religions, so that they can grow in understanding and tolerance.	Give teachers time to read through the syllabus pages and ask them to focus particularly on the Range of Studies, noticing how different religions are represented.
32	 OVERVIEW FOR RELIGIOUS EDUCATION P1: Spiritual understanding – Become familiar with some of the key stories from the major religions. P1: Range of studies – Key stories from the major religions that are accessible to young children and which relate to their lives and levels of understanding P2: Spiritual understanding – Begin to appreciate the significance of key stories from the major religions. P2: Range of studies – Key stories from the major religions that are accessible to young children and which can be read at a suitably simple level. P3: Spiritual understanding – Comprehend and appreciate the significance of places of worship, holy places and religious observances in the major religions P3: Range of studies – • Church, Mosque, Temple, Shrines • Jerusalem, Mecca, Medina and Rome • Services, baptisms, weddings, bar mitzvah etc P4: Spiritual understanding – Understand and appreciate the key values, meanings and origins of religious festivals in the major religions and how these relate to the Holy Books. P4: Range of studies – • Pentecost, Easter and Christmas, Id el- fitr, Id Ramadan,(alam Lotuko) /(Otharai Lokiyal/Kigoyo Chuboi/Kuanga, Lopit/(Awak,Dinka) • Torah, Bible, Quran, Vedas, Tipitaka	Ask teachers what key vocabulary they think learners will develop in P4 – bearing in mind that this is the transition year where instruction is on English rather than in mother tongue.

<table>
<tr><td>33</td><td>
<table>
<tr><th></th><th>P5</th><th>P6</th><th>P7</th><th>P8</th></tr>
<tr><td>Spiritual understanding</td><td>Understand and appreciate beliefs about the deities, and understand the contribution of the founders of the major Religions</td><td>Recognize and appreciate the names, values, believes concerning their relationship to God humanity in the Environment.</td><td>Understand and appreciate the values, meaning, origins, use and structure of the key Holy Books</td><td>Understand and appreciate biography, role and the importance of key prophets</td></tr>
<tr><td>Range of studies</td><td>• God/Allah/Hindu deities
• Jesus Christ
• Mohammad(Ibn Abdulah)
• Gautama Buddha
• Guru Nanak
• Ngundeng/Ngun</td><td>• God/Allah
• Yahweh
• Nhialic/Ngun/Ojok and etc
• Religious festivities: Pentecost, Easter and Christmas, Id el- fitr, Id Ramadan,(alam Lotuko) /(Othura: Lokoyal/Ngoyo Olubo)/Ikanga, Lopit/Awak,Dinka in December),(Balanda, Imuru),Anyuak,Pojulu, Kakwa, Madi (harvest feast in August) (Moro, Jaliya)</td><td>• Torah
• Bible
• Quran
• Vedas
• Tiptaka
• religious festivities: Pentecost, Easter and Christmas, Id el- fitr, Id Ramadan,</td><td>• Christianity , Isaiah, Jeremiah ,Ezekiel, Jonah, Amos, Daniel
• Islam</b,Ibrahim, Ishmael, Musa, Yunus, Ayoub,Josue
• Harun, Isa,Muhammad
• Judaism</b,Abraham, Moses, Job, Joshua, Aaron, Jonah, Samuel, Solomon, Ezekiel and Elisha
• Sikh: Guru Nanak, Guru Angad</td></tr>
</table>
</td><td>Ask teachers to explain what they think key features of religious education might be in S1. (The answer is to Understand and appreciate the values, meaning and structure of religious beliefs.</td></tr>
<tr><td>34</td><td> </td><td>Now we move into another subject – the Arts, but what links can teachers see in these pictures to other subjects?</td></tr>
<tr><td>35</td><td> </td><td>Activity 5 Ask teachers to work in pairs to match a learning outcome in the syllabus to each other these images. They should also make a distinct connection to one learning outcome in another subject for each ‘activity’ shown in these pictures.</td></tr>
<tr><td>36</td><td>
<table>
<tr><th></th><th>P1</th><th>P2</th><th>P3</th><th>P4</th></tr>
<tr><td>Participation in the Visual Arts & Craft</td><td>Make patterns, pictures and designs from a range of materials they have selected for themselves (paint, crayon, collage, found materials etc.) and be able to talk about their work</td><td>Express their own ideas through drawings, paintings and designs taking account of colour, texture and form.</td><td>Select and use appropriate materials and tools for their own designs, pictures, using colour and texture imaginatively.</td><td>Begin to form their own compositions in a range of forms and using a variety of materials,</td></tr>
<tr><td></td><td>Make models from found materials</td><td>Know about and make use of some tradition craft techniques in their own work</td><td>Develop their skills in a range of traditional crafts</td><td>Produce simple artifacts of their own designs, based on traditional crafts.</td></tr>
<tr><td>Participation in Music and Dance</td><td>Sing songs and make music with some expression and control.

Accompany singing with simple percussion instruments</td><td>Learn some traditional songs and the dances that go with them.

Accompany singing and dancing with percussion and tune-percussion instruments.</td><td>Sing traditional songs and some from other cultures with accompaniment.

Create short rhythmic/melodic phrases in response to pictorial, musical or literary ideas presented by the teacher.</td><td>Begin to accompany singing and dancing with simple tuned instruments.

Represent sounds with symbols and recognize how musical elements can be used to create different moods and effects.</td></tr>
<tr><td>Participation in Drama</td><td>Engage in role-play in formal and informal situations. Express their own ideas and act out parts of familiar stories</td><td>Create events and characters through dialogue, movement and gesture, individually and with others</td><td>Use drama to explore stories and issues. Play the role of various characters from fiction and real life. Use tradition oral traditions to support their work.</td><td>Explore self-expression through creative movements. Use body for verbal and non-verbal communication.</td></tr>
<tr><td>Critical Appreciation of the Arts</td><td>Express preferences about their own work and art, music or drama they have seen and experienced (including recorded or on film).</td><td>Make suggestions for the improvement of their own and others’ work.</td><td>Compare and contrast different artistic works and performances and productions.</td><td>Enjoy and discuss artistic performances and productions from their own and other cultures, referring to different features</td></tr>
</table>
</td><td>Read through the Critical Appreciation of the Arts across P1 to P8. Discuss how this links particularly well to the development of student competencies.</td></tr>
<tr><td>37</td><td>
<table>
<tr><th></th><th>P5</th><th>P6</th><th>P7</th><th>P8</th></tr>
<tr><td>Participation in Visual Arts & Craft</td><td>Refine their skills by experimenting with a wide range of materials and techniques to express their ideas in two and three dimensions. Produce designs for a specific purpose (eg posters and leaflets etc.)</td><td>Refine techniques for drawing and painting from real life and imagination, incorporating traditional approaches.

Use texture, form, line and colour in two and three dimensions to express ideas and create effects.</td><td>Combine different techniques and approaches to express their own ideas and create their own work.

Use techniques associated with graphic design, and understand how to achieve visual impact (eg in such as logos, badges and emblems) using this in their own work</td><td>Refine their ability to use design features in creating a range of 2 and 3-D products.</td></tr>
<tr><td></td><td>Use features and techniques appropriate to traditional arts and crafts to make objects of their own design.</td><td>Design and make their own products based on traditional techniques and designs to meet specific needs</td><td>Combine traditional craft approaches with new techniques to develop and make new products</td><td>Design, make and modify a range of products in the light of their appropriateness for use.</td></tr>
<tr><td>Participation in Music and Dance</td><td>Sing in tune with expression, and perform simple accompaniments that use a limited range of tones.</td><td>Compose their own instrumental and vocal music, using improvisation and written notation where appropriate.

Perform their own and others’ compositions in ways that reflect their meaning and intentions.</td><td>Perform in concert with others, taking account of the overall effect of individual performances.</td><td>Perform, describe and compare different kinds of music using appropriate musical vocabulary</td></tr>
<tr><td>Participation in Drama</td><td>Improvise, using voice and body to express feelings verbally and non-verbally. Understanding how dramatic narratives are constructed and adapt this to their own work</td><td>Improvise, explore techniques and develop roles in specific situations (eg interpersonal relationships)</td><td>Develop scenarios and actions for simple plays involving more than one character, writing scripts where appropriate.</td><td>Write scripts for simple plays taking account of dramatic conventions and forms.</td></tr>
<tr><td>Critical Appreciation of the Arts</td><td>Appreciate the similarities and differences between artistic works and performances from their own and other cultures</td><td>Discuss a range of artistic works and performances, summing up similarities and making generalisations about their features.</td><td>Use specialised artistic knowledge and terms to explain the quality of a range of artistic performances and productions</td><td>Explain differences between artistic performances and productions from their own and other cultures, referring to specific features.</td></tr>
</table>
</td><td>Same as above.</td></tr>
</table>

38		Time for a break.
39	Physical Education Arabic French Kiswahili ICT TVET 	**Activity 6** There are a number of other subjects described in the Subject Overview document. Divide teachers up so that pairs of teachers are exploring different subjects listed here. Ask them to prepare a short report to share with the rest of group which focuses on how subject expectations in their subject increase in complexity from P1 to P8.
40	**Curriculum and Guidance for the Early Childhood Development Curriculum** South Sudan	**Activity 7** Remind teachers that the ECD curriculum is organised different to the primary and secondary curriculum. Give teachers some time to review this document and be prepared to report back as to what the differences and similarities are between the ECD and Primary/Secondary Curriculum Format and expectations.
41	**The new ECD Curriculum** The ECD Curriculum takes account of the early stage of development of children of this age when it is not appropriate to study the same subject as older children in school. The ECD Area of Learning are seen as 'Activities', and they cover all the key elements of early childhood development and prepare young children to start school in Primary 1. The seven area are: • Language Activities • Mathematic Activities • Environmental Activities • Personal and Social Activities • Outdoor and Physical Activities • Artistic and Creative Activities • Religious Education	This slide lists the seven learning areas. Ask teachers to explain which primary curriculum subjects each of these learning areas leads to.
42	**LANGUAGE ACTIVITIES** Language is vital for learning and for communication. Children learn by doing things practically and by talking about what they do. Language gives young children the means by which to understand the world, and it forms the basis for reading and writing. It is through language that children access all the other subjects. Language gives young children the ability to express themselves, and the tools for relating to others, so it supports their social and emotional development. To develop good language skills children need an environment that is rich in talk, stories and books. Children's efforts at early writing need to be valued and they need to be listened to. Most of all they need lots of time to talk both to adults and to each other. PP1 Learning Outcomes: Speaking and Listening — L1a Express themselves orally and begin to ask questions (talk about what they are doing and what they have seen, ask about things that puzzle them); L1b Listen with increasing attention and follow instructions (follow stories, join in games which involve giving and carrying out instructions); L1c Join in repeated refrains (eg in rhymes, poems, riddles.); Pre-Reading and Pre-Writing — L1d Look at books with some interest and handle them with care; L1e Understand that print carries meaning (realise that signs convey information, and that the teacher uses the print to read the story); L1f Draw with increasing control, and begin to ascribe meaning to their drawings and communications (as a prelude to writing) PP1 Range: Stories, rhymes, poems, news, riddles, books, drawing, painting, role-play, speaking, asking, replying and listening to other people (To include text and pictures on screen where possible) PP2 Learning Outcomes: Speaking and Listening — L2a Express themselves effectively, joining events and ideas. ("I like this because…"); L2b Talk about their interests and their learning (discuss their activities with their teacher and other children); L2c Listen attentively in a range of situations, and respond appropriately to stories with some anticipation, relevant comments and questions; Pre-Reading and Pre-Writing — L2d Follow stories and begin to recount a sequence of events; L2e Recognise some simple words (their own names, familiar labels etc); L2f Begin to use writing as a form of communication (real and in role-play) with some letters properly formed and some simple words spelled correctly (eg their names and labels on drawings) PP2 Range: Stories, rhymes, poems, news, riddles news telling books, drawing, painting, role-play, speaking, asking, replying and listening to other people. (To include other media and keyboards where possible)	Talk through the difference between Learning outcomes and 'Range', reminding teachers about the importance of providing a range of opportunities for children to explore and develop new knowledge, understanding and skills.

43	**The Aims** The Curriculum Framework sets out aims for all schools from ECD to Secondary 4. These are that young people should become: • Good citizens of South Sudan • Successful life long learners • Creative and patriotic individuals • Environmentally responsible members of society	A final reminder that all learning outcomes work together to help learners reach the intended aims of the curriculum.
44	End of the day Tomorrow… Module 3 Cross-cutting Issues and School Programmes	Closing Slide.

Module 3: School Programmes & Cross-cutting Issues

This module explores how subject syllabuses have been put together and how Cross-Cutting Issues have been built into the syllabuses and need to be taught.

Module 3: School Programmes and Cross-cutting Issues

This module explores how subject syllabuses have been put together and how Cross-Cutting Issues have been built into the syllabuses and need to be taught.

Learning Outcomes

By the end of the module, teachers will be able to:

- understand how the subject syllabuses have been planned to identify key learning each year, and provide progress from P1 to S4
- understand how the sections of the syllabus units relate to each other
- understand the importance of the three Cross-cutting Issues and how these relate to the subjects
- understand the reason for and scope of school programmes
- understand the National Guidance on School Programmes
- promote a school programme within a school

Key Concepts	Range and Activities
The overviews provide a structure for each subject.	Work in pairs or a small group to look at the Subject Overviews and explore the strands and how the subjects have been structured. List the strands for each subject.
The overviews provide progression for each subject.	Work in pairs or a small group to explore how the overviews set out progression in each subject. Track progression along a number of strands. Devise a quiz to check in which year group different statements are to be found.
The Syllabus Units provide learning activities as well as learning outcomes.	Work in pairs or a small group to explore the sections of the syllabus units and how these relate to one another. Discuss the importance of the “Key Inquiry Questions” and how these differ from the “Learning Outcomes”.
The three Cross-cutting Issues are important areas of learning, but do not fit into one subject.	Work in pairs or a small group to explore how Peace Education tracks into the subject syllabuses.
Life skills are essential to each learner through life	Work in pairs or a small group to explore how Life Skills tracks into the subject syllabuses.
The Environment and Sustainability is essential to the future of the planet	Work in pairs or a small group to explore how The Environment and Sustainability tracks into the subject syllabuses.

The school programmes give time for learning beyond the classroom.	Work in pairs or a small group to explore the Guidance booklet for School Programmes and identify the different types of programme that are possible.
Successful programmes need careful planning.	Work in pairs or a small group to design a school programme to be carried out in school.

Related Professional National Standards:

1.2 Teachers use knowledge of learning processes, theories and principles to plan and deliver lessons.

Outline

Session	Content
1	• *Activity 1 – Ask teachers to talk about what they learnt yesterday.* • *Activity 2 – Ask them to choose one and talk about it in pairs before feeding back to the rest of the group. (Just select 4 or 5 pairs to explain their answers). Explain that when we look in more detail at Cross-cutting Issues, we will come back to the SDGs.*
2	• *Activity 3 – Ask teachers to explain what connections they can see between the SDGs and this Cross-cutting Issue of Environment and Sustainability.* • *Activity 4 – Ask teachers to look at the details of this in the Background Information or in the Syllabus Overviews. What can they tell you about the progression of Life Skills across primary education?* • *Activity 5 – Choose one of the Cross-cutting Issues to study in detail.* • *Activity 6 – What do all of these symbols represent? They mean peace in different cultures. Design an activity for learners to use these symbols.*
3	• *Activity 7 – What School Programme would you like to run from this list? What would you find too difficult? What do you think students would enjoy and/or benefit from?*
4	Putting it into practice • *Activity 8 – Practise Planning a School Programme*

Resources

Curriculum Framework
School Programmes Guidance Booklet
Subject Overviews

Background information

Cross-cutting issues

There are certain matters that young people should learn about, but which do not fall entirely within one subject. These cross-cutting issues apply from P1 to S4, and are:

- Environmental Awareness and Sustainability
- Peace Education
- Life Skills

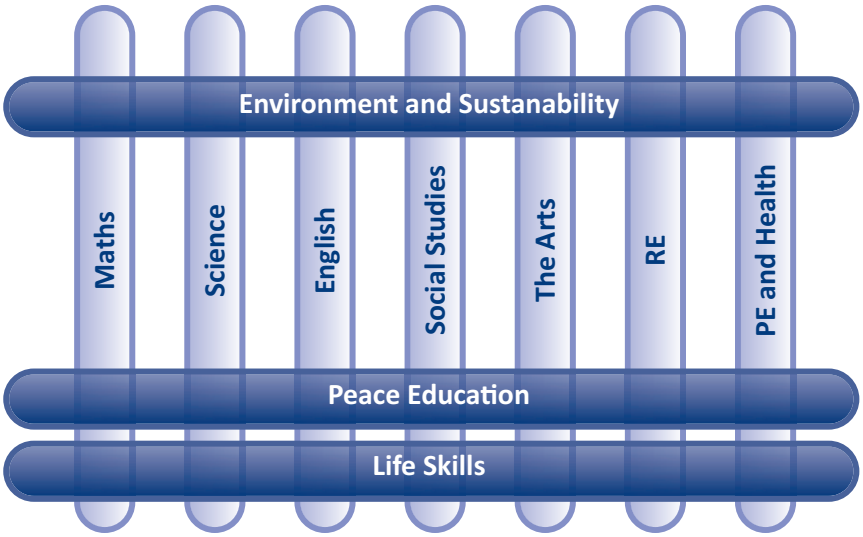
It is important that learners should understand these issues through the different subjects, and it is also important that they understand the connections and coherence. There are times when elements of the cross-cutting issues are taught directly within a particular subject, and other times when they provide a context for subject study. This is built into the subject syllabuses.

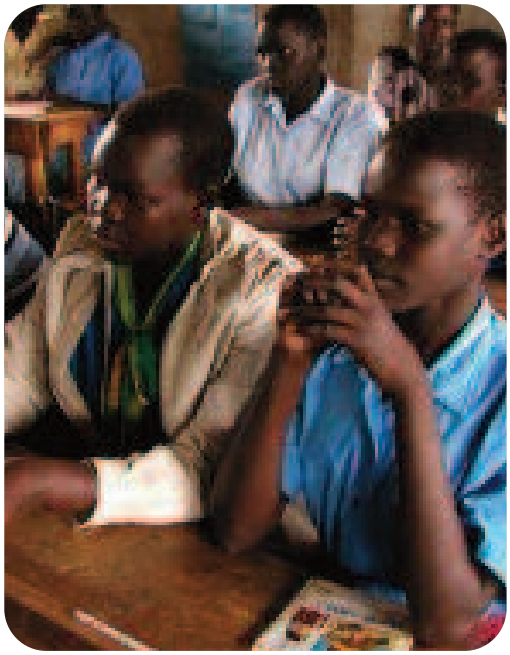
Peace Education has been deemed so important that it is also a separate strand within Social Studies, but some elements will also be integrated in other subjects. Some aspects of Life Skills will be addressed in the Primary school programmes for personal development.

The model of the way in which cross-cutting issues are integrated into subjects is similar to the way in which the Key Competencies are integrated.

The elements of the cross-cutting issues to be integrated across the subjects are set out in the Subject Overviews. These have been built into the Units of Study, so there is no need for schools to use these lists in their planning. However, schools could use elements of the cross-cutting issues to create themes or contexts that enable different subjects to be linked together.

The elements of Life Skills that are to do with personal and emotional development will be included in the school programmes that will not be examined.





Community Involvement

Cultural day*
P3 graduation ceremony*
Inter -school athletics competition
Sharing and caring in our community
Our roots and heritage
Our community now and then
Building something new
Improving sanitation in our community
Peaceful poetry from our community
Cooking together

The Arts

Craft exhibition*
Drama festival*
Singing songs and sharing stories
A festival of colour
Arts on the move
Poetry please
Painting now and then
Sculpture and Shape
Dances from around the world
More music

The Environment

Flower festival*
School gardening*
Recycling campaign
World Environment Day
Comparing edible plants around the world
Is climate change real?
Fantastic physical features
Running rivers and silent streams
Climate and weather
Green energy

Careers and Income Generation

Re-use and recycle*
Poultry farming*
Careers fair
School newspaper
School radio
Planning new town or road system
Exploring law and order
Investment, interest and profit.
Publishing
Marketing and communication

School Visits and Visitors

Visiting a dispensary*
Visiting a fishing site*
Visits to a local place of worship
Visits to a local business
Visits to a new hotel or restaurant
Visits to another school
Visit from a religious leader or other community leader
Visit from a policeman
Visit from an electrician
Visit from a writer

Examples of School Programmes

In Appendix A you can find examples of how School Programmes can be organised, ensuring that they meet Framework requirements and provide learners with a valuable experience.

Each example uses the same format and illustrates links to curriculum subjects, cross-cutting issues, student competencies and the values and aims of the new curriculum that permeate learning.

SCHOOL PROGRAMMES – SCHOOL VISITS AND VISITORS

< Good Citizens of South Sudan >

< Creative and Productive Individuals >

< Successful Life-long Learners >

< Environmentally Responsible Members of Society >

Values and Principles

A context of South Sudanese heritage and culture that builds national pride and identity within an understanding of global citizenship.

Curriculum Subjects

Geography:
Understand the importance of field techniques;
Explain resource utilisation in South Sudan.

Biology:
Appreciate the diversity of living things;
Understand nutrition in animals.

Visiting a Fishing Site

This programme aims to:

- Develop a deeper understanding of economic activities related to the fishing industry in the local area.
- Explore different approaches to fishing and the various methods used to catch fish.
- Develop an understanding of the importance of fish preservation methods and how these have changed over time.
- Explore the challenges and opportunities facing the fishing industry in South Sudan.

Possible Year Group(s)

S1–S2

Duration

The visit itself is likely to take one day.

However, approximately one week before the visit, in order to develop their thinking, learners should begin discussing together what they already know about fishing and what questions they would like to ask.

They should also plan to make observational drawings to record their visit.

After their visit, between two and three weeks could be used to prepare a presentation about what they learnt. Their observations could be presented in a school newsletter or to learners in P8 in a nearby Primary School.

Resources

Information about local fishing industries.

A few examples of fishing industries and systems in other parts of South Sudan and Africa.

Community Involvement

Community members could suggest possible fishing sites to visit and be invited to share any related experiences.

Cross-cutting Issues

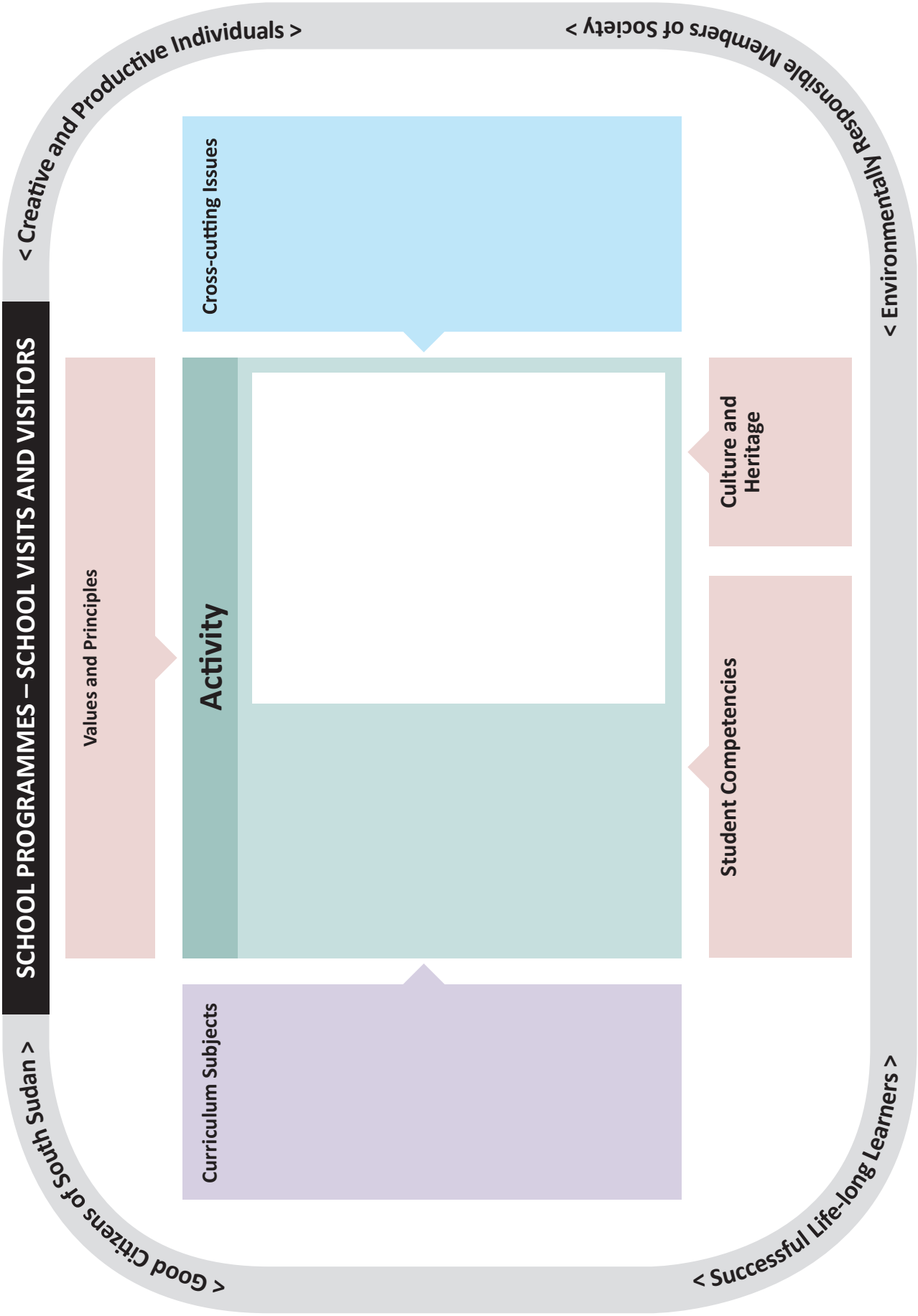
Environment and Sustainability:
Understand the interdependence of humans and the environment;
Identify factors that sustain the economy in the transition from rural to urban economies

Student Competencies

Critical and creative thinking:
Plan and carry out investigations using a range of sources to find information.

Culture and Heritage

Learners develop an appreciation of their own culture.


SCHOOL PROGRAMMES – SCHOOL VISITS AND VISITORS
< Creative and Productive Individuals >
< Environmentally Responsible Members of Society >
< Successful Life-long Learners >
< Good Citizens of South Sudan >
Values and Principles
Cross-cutting Issues
Activity
Culture and Heritage
Student Competencies
Curriculum Subjects

Definitions of terms relating to cross-cutting issues

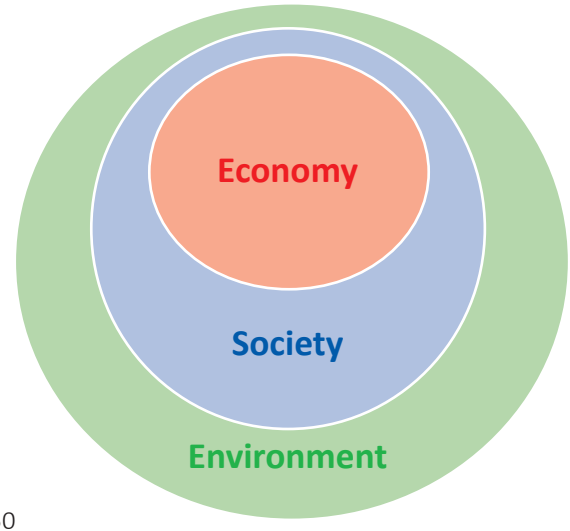
The sustainable Development Goals 17 Goals to Transform Our World

The **Sustainable Development Goals** are a call for action by all countries – poor, rich and middle-income – to promote prosperity while protecting the planet. They recognise that ending poverty must go hand-in-hand with strategies that build economic growth and address a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

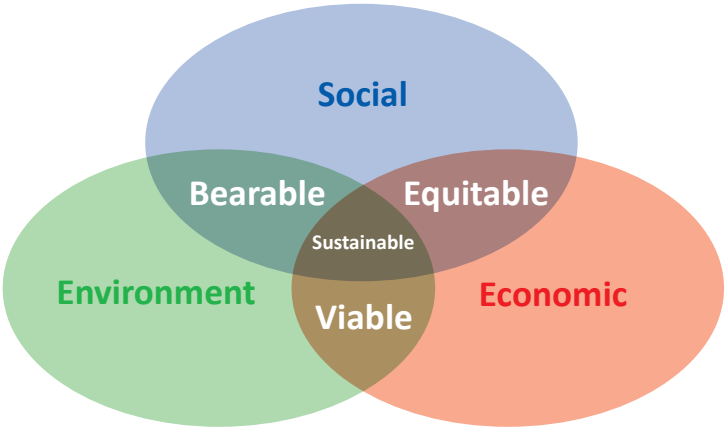
The 17 SDGs are **integrated**—that is, they recognise that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.

Three pillars of sustainability



Venn diagram of sustainable development:

at the confluence of three constituent parts.



A diagram indicating the relationship between the "three pillars of sustainability", in which both economy and society are constrained by environmental limits.

The 2005 World Summit on Social Development identified sustainable development goals, such as economic development, social development and environmental protection.[16] This view has been expressed as an illustration using three overlapping ellipses indicating that the three pillars of sustainability are not mutually exclusive and can be mutually reinforcing. In fact, the three pillars are interdependent, and in the long run none can exist without the others.[18] The three pillars have served as a common ground for numerous sustainability standards and certification systems in recent years, in particular in the food industry.[19][20] Standards which today explicitly refer to the triple bottom line include Rainforest Alliance, Fairtrade and UTZ Certified.[21][22] Some sustainability experts and practitioners have illustrated four pillars of sustainability, or a quadruple bottom line. One such pillar is future generations, which emphasises the long-term thinking associated with sustainability.[23] There is also an opinion that considers resource use and financial sustainability as two additional pillars of sustainability.

Sustainable development consists of balancing local and global efforts to meet basic human needs without destroying or degrading the natural environment. The question then becomes how to represent the relationship between those needs and the environment.

A study from 2005 pointed out that environmental justice is as important as sustainable development. Ecological economist Herman Daly asked, "What use is a sawmill without a forest?" From this perspective, the economy is a sub-system of human society, which is itself a sub-system of the biosphere, and a gain in one sector is a loss from another.

The simple definition that sustainability is something that improves "the quality of human life while living within the carrying capacity of supporting eco-systems",[31] though vague, conveys the idea of sustainability having quantifiable limits. But sustainability is also a call to action, a task in progress or “journey” and therefore a political process, so some definitions set out common goals and values. The Earth Charter speaks of “a sustainable global society founded on respect for nature, universal human rights, economic justice, and a culture of peace.” This suggested a more complex figure of sustainability, which included the importance of the domain of 'politics'.

More than that, sustainability implies responsible and proactive decision-making and innovation that minimises negative impact and maintains balance between ecological resilience, economic prosperity, political justice and cultural vibrancy to ensure a desirable planet for all species now and in the future.[34] Specific types of sustainability include: sustainable agriculture, sustainable architecture or ecological economics.[35] Understanding sustainable development is important but without clear targets an unfocused term like "liberty" or "justice". It has also been described as a "dialogue of values that challenge the sociology of development".

Peace Education (Insight on Conflict)

Peace education activities promote the knowledge, skills and attitudes that will help people either to prevent the occurrence of conflict, resolve conflicts peacefully, or create social conditions conducive to peace. Core values of nonviolence and social justice are central to peace education. Nonviolence is manifested through values such as respect for human rights, freedom and trust. Social justice is realised by principles of equality, responsibility, and solidarity.

In order to achieve these ideals, peace education programmes across the world address a wide range of themes. These include nonviolence, conflict resolution techniques, democracy, disarmament, gender equality, human rights, environmental responsibility, history, communication skills, coexistence, and international understanding and tolerance of diversity. Peace education can be delivered to people of all ages, in both formal and informal settings. Programmes exist at local, national, and international levels, and in times of peace, conflict, and post-conflict.

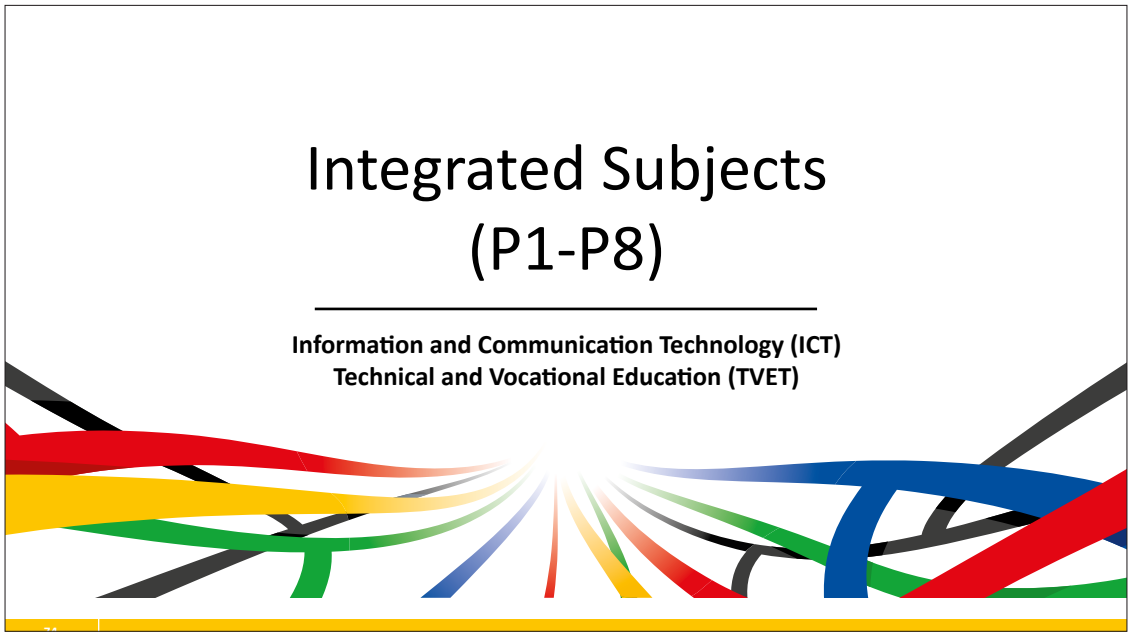
To create public dialogue, different factions of society are often brought together in peace education programmes – these typically include civil society groups, schools, tribal leaders and the media. Yet due to the many areas covered by peace education, initiatives are primarily determined by culture and context, as well as by the projects' scopes and objectives.

Peace education and peacebuilding are therefore intrinsically linked. The UN's actions for peacebuilding include education as one of its principle components. For peacebuilding initiatives to remain sustainable, it is vital that attitudes towards war and violence are transformed and translated into long-term behavioural change which seek alternative solutions to armed conflict.

Life Skills (UNICEF)

Growing enthusiasm for education that helps children and young people develop psychosocial competencies in addition to literacy and numeracy skills is well documented. Though recognised by different names – "life skills education", "social and emotional learning", or "skills-based health education" – the central notion is the same: education that helps young people develop critical thinking and problem-solving skills, that builds their sense of personal worth and agency, and teaches them to interact with others constructively and effectively, has transformative potential. Whether as individuals or nations, in both the developed and developing world, our success as human beings and as democratic societies depends on how well we are able to manage challenges and risks, maximise opportunities, and solve problems in cooperative, non-violent ways. Life skills are defined as a group of cognitive, personal and inter-personal skills that enhance such abilities.

As an international child rights organisation whose mission includes the goal of expanding children's opportunities so that every child can reach his or her fullest potential, UNICEF welcomes (and has done much to encourage) the growing enthusiasm and support for the potential of life skills development. Life skills education, however, is not some kind of "silver bullet". Life skills learning – whether formal or informal – does not take place in a vacuum, and the ultimate expression of life skills learning – adaptive and positive behaviour – is greatly influenced by the environment in which individuals live, learn and act. This is a key concept that those who champion life skills education, those who develop life skills education programmes, and those who evaluate (or criticise) such programmes, must take into account.



Integrated subjects

ICT elements integrated into the curriculum

P1	P2	P3	P4	P5	P6
Recognise and use common devices and icons e.g radio, TV, mobile phones, computers Gather information from a variety of sources e.g. books, radio, mobile phones, computers Manipulate simple electronic devices to manipulate text, graphics and images Enter save and retrieve information from electronic devices e.g. mobile phones, computers	Use and basic formatting of text, tables and images e.g. mobile phones, computers Select from and add information they have stored Present information in a variety of forms e.g. text, images, tables, sound	Plan and give instructions for e.g. switching on mobile phones, tuning radio and TV, computers, simple programmable toys Create, name and retrieve files	Create files; combining simple ideas & elements from different sources, copying, modifying and deleting Creating products with text & pictures; eg mobile phones, digital cameras and computers; editing to correct errors Storage of files Write and send an email & locate a website via search engines selecting from given keywords	Use internet to access information, and a search engines to find information Locate websites by following instructions Use basic editing to create formatted products & identify minor improvements Manipulate simple graphics within text Sequence simple ideas & modify files for different situations Create a product for an audience in collaboration with others	Organising ideas, manipulating e.g. Venn diagrams & sequence charts, modifying for different situations; annotating to explain uses Creation of a product for an audience and save into individually created folder Create folders for emails; locate websites via search engines selecting from collaboratively derived keywords

P7	P8	S1	S2	S3	S4
Manipulate and edit with familiar software to present information appropriately in graphic organisers Organise and analyse data using unfamiliar software e.g. Word, PowerPoint. Create a portfolio of saved nominated files, formatting features and design tools to create products. Add keywords to narrow website listing; upload & save folders and files	Create graphic organisers for new learning situations with a variety of data types e.g. images, text & numbers i.e. using PowerPoint, Paint Creating portfolio adding files selected by given criteria; show understanding of appropriate use of formatting features; Refine keywords in a search string Use nominated communications methods to acquire/ share information with peers and known experts	Use application software to manipulate data e.g. Word Processing, Spreadsheets, Graphic Design Use advanced search engines and search strings e.g. AltaVista, Google, Bing, Wikipedia Use the correct procedures to troubleshoot simple computer problems Apply access control in use of computers i.e. passwords on phones and computers	Communicate using Computers and Networks e.g. Microsoft Outlook, Use of Intranets and file sharing Use spreadsheets to create a data document Use social networks to create and access information e.g. Facebook, Twitter, YouTube, Instagram	Create a personal/ simple website e.g. blogs Create personal profiles using social media e.g. LinkedIn, Designing a simple program e.g. Hello World, Quadratic Equations Ethical Conduct in Computer Usage	Manage data using database software e.g. Microsoft Access Use advanced formatting techniques to edit documents i.e. Word, PowerPoint Design and manage a website using basic software

Further Background Reading

Sustainable Globalisations, Borghese, Simone, 2013
What is Meant by Development Education? Bourn, Douglas, IoE, 2012
The Influence of Education on Conflict and Peace Building, Education for All
Global Monitoring Report 2012 UNESCO
Education for Sustainable Development in the Early Years, World Organisation for Early Childhood, 2010
Primary Education for Global Learning and Sustainability, Cambridge Primary Review Trust 2016.

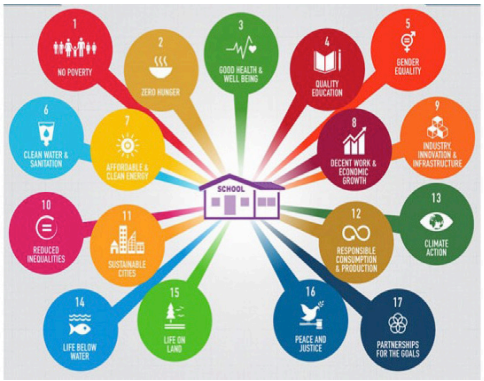
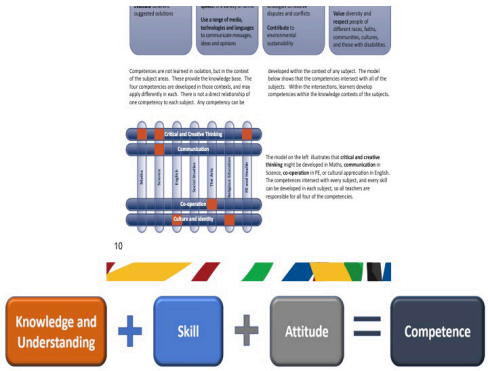
Tutor Course Notes

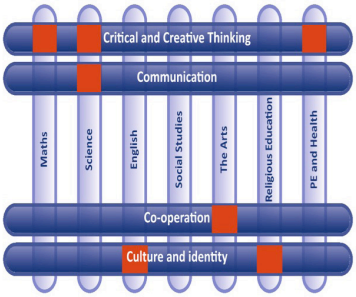
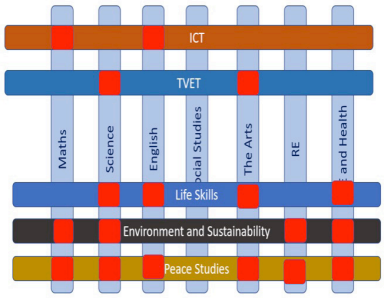
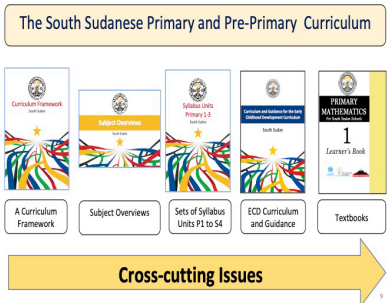
Key Messages and Approaches

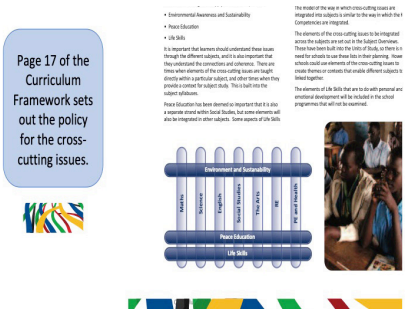
- This module is inevitably theoretical with quite a lot of written material but is essential to an understanding of teaching and learning.
- The key text is on the slides, but also in the Course Handbook, so participants can read from either. It is usually best to read the slides aloud, stopping to check that participants understand, or get some participants to read a section in turn.
- Some activities require looking at curriculum documents and syllabus units. It is always better for participants to share these rather than have one each, because this encourages discussion.
- Nearly all the activities are discussion-based. Participants should be put into pairs, and then pairs put together into groups of four or six. If there is an uneven number of participants, then some will need to work in a three.
- Participants should be invited to discuss each question in pairs, then prepare to report back to the larger group or to the class.
- Depending on the size of the class, it may not be possible for every group to report back on every activity. So, it will be necessary to ensure that every group gets a chance during the day, and also that it is not always the same person who speaks on behalf of the group.

Presenting the Slides – Script

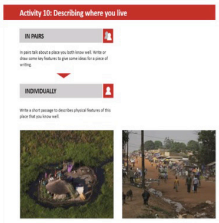
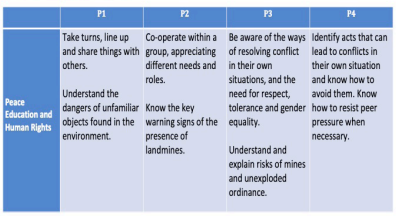
		Session 1
1	Welcome to Module 3 Cross-cutting Issues and School Programmes 	Welcome teachers as they arrive and ask them casually how they got on with their assessment task from Course 2. Give teachers their course booklet for this week and suggest that they read the background information for today. When everybody has arrived, welcome teachers as a whole group and explain that during this course we will be focusing on Cross-cutting Issues and School Programmes. Ask for a few ideas about what might be uncovered this week.
2	Day 2 Reflection Task What did you learn?	**Activity 1** Ask teachers to talk in pairs about what they learnt during the session yesterday. Challenge them to say two things that they think they will tell another teacher in their school when they get back.

3	**Critical and Creative thinking… never stops!**	Explain that critical and creative thinking will be required this week too!
4	**Using the Workbook** **Write some notes!** **Ask some questions.** **Design some activities.** **Write some ideas for when you go back to school.**	Remind teachers about the value of their Workbooks. They should not be afraid to write in them. They will not be assessed!
5		Ask teachers to tell you what they think this image is representing. It would be good to see if they can make links between the bubbles of information. Explain that this is actually one way of thinking about the Sustainable Development Goals (SDGs). All the goals can be achieved if our society is well educated! Ask teachers how they think some of these goals can be explored in the curriculum. This is a very good video to share with teachers if possible. **https://youtu.be/xVWHuJOmaEk** Nations United: Urgent Solutions for Urgent Times
6		Remind teachers about the significance of the student competencies. How do they think these might help learners to support progress towards the SDGs? Remind them also that competencies are made up of K, U, S and Attitudes. **Activity 2** How do they think this might apply to the SDGs? Ask them to choose one and talk about it in pairs before feeding back to the rest of the group. (Just select 4 or 5 pairs to explain their answers). Explain that when we look in more detail at Cross-cutting Issues, we will come back to the SDGs.

7		Here we have a reminder about the competencies cutting across all subjects, so that they are developed in a range of contexts.
8		This image looks similar to the last! Ask teachers to explain why! You will need to explain that ICT and TVET are subjects that are explored and developed in all subjects but that it is the 3 Cross-cutting Issues that we are particularly concerned with today.
9		Here is another illustration of how Cross-cutting Issues are developed across the curriculum, and they 'began' in the Curriculum Framework, were incorporated into Syllabus units and were then written into the ECD Guidance and textbooks.
10		Time for a Break!

		Session 2
11		Ask teachers to look in the Background Information about Cross-cutting Issues. They will find some copies of pages from the Curriculum Framework. Give teachers a few minutes to read this.

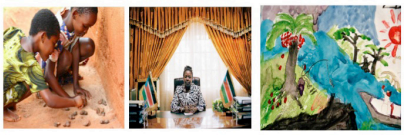
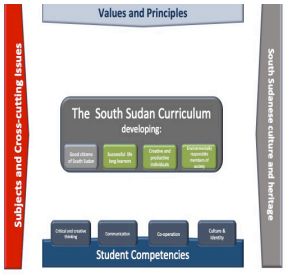
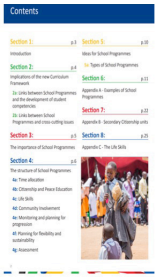
12	Cross-cutting issues are set out in Subject Overviews and integrated into Units of Study, so there is no need for schools to make separate plans.	This slide is confirming that Cross-cutting Issues do not need to be planned for separately as they are already incorporated into the syllabus and therefore, textbooks.
13	Examples of integration: **English P1 Unit 1 Greetings** Links to other subjects: Peace Education and National Languages: Promoting harmonious living **Science Primary 6 Unit 1: Keeping Ourselves Healthy** Links to other subjects: Life Skills: avoiding early pregnancies, drug abuse and risky behaviours **Maths Primary 5 Unit 5: Statistics – Representation and Interpretation of Data** Links to other subjects: Through many subjects through research. Environment and sustainability: Statistics that describe natural resources and climate change. **The Arts Unit 1: Musical Language Primary 8** Links to other subjects: Life Skills: Discuss different forms of showing respect for human rights and responsibility **History: Secondary 1 Unit 1: Pre-Colonial Africa** Links to other subjects: Peace Education: the importance of trade links to peace	Here are some examples from the syllabus units. Give teachers a few minutes to read these.
14	**Cross-cutting Issue: Environment and sustainability** P1: Identify things in our surroundings e.g. plants, animals, air, other objects and their importance P2: Know the importance of caring for the immediate environment eg. litter, dirt etc. P3: Investigate the sources of what pollutes our environment: eg. burning, water pollution, rubbish, sewage etc P4: Be aware of the impact of a polluted environment (Health, degradation of soil etc) Know about the phenomenon of climate change P5: Recognise natural resources in the locality and how these need to be used sustainably. (Forest, wildlife, soil, water, minerals, oil etc) Appreciate the possible impact of climate change P6: Know how best sustainable use can be made of natural resources (land, forests, wildlife water, air, minerals) Appreciate the possible impact of climate change and the need for sustainability P7: Understand the need to balance protection of bio-diversity with the development of agriculture and industry P8: Understand how sustainability can be achieved in land-use practices in South Sudan and elsewhere S1: Understand the interdependence between humans and the environment S2: Identify the factors to sustain the economy in the transition from rural to urban economies in Africa. S3: Find about the possible causes of climate change and evaluate the evidence for them. Explore the possible consequences and what can be done to ameliorate them. S4: Know how the impact of natural disasters can be managed 	The next three slides are details of each Cross-cutting Issue. These are also detailed in the Background Information. **Activity 3** Ask teachers to explain what connections they can see between the SDGs and this Cross-cutting Issue of Environment and Sustainability. Give teachers a few minutes in pairs to discuss this, and also to talk about where they think this issue is currently taught in the curriculum.
15	P1: Talk about where they come from, (home, parents, siblings and friends, place of worship) P2: Discuss healthy living issues including appropriate hygiene practices (e.g. hand washing) P3: Discuss attitudes of self including interests, gifts and talents P4: Discuss different roles and images of boys and girls and relate it to social pressure P5: Discuss body changes and how they affect their personal development Discuss peer pressure and how it affects choices they make in life P6: Discuss gender differences and stereotypes and rites of passage Discuss forced and early marriages and its effects on personal development P7: Be aware of the harmful effects of drugs and substance abuse P8: Discuss different forms of showing respect for human rights and responsibility Talk about interests (self-awareness) Demonstrate basic hygiene practices Talk about what they like or dislike Talk about different emotions: negative and positive Demonstrate ways of expressing empathy and compassion to others Tell good touches from bad ones Demonstrate and practice good etiquette (e.g. excuse me, sorry, may I, please) Demonstrate ways of communicating ideas and emotions Demonstrate ways of reaching out to others – compassion and empathy Show emotional awareness: Knowing on sharing difficult emotions Discuss different kinds of relationships and acceptable ways of relating with others Increase the attributes of self (attitudes, perceptions, gifts and talents) Learn ways of studying and improving their performance in school Identify some key core values in life e.g. honesty, trust, respect Discuss different peer-pressures: coping skills (negotiations, refusal, assertiveness) Discuss self-esteem, self-confidence and self-concept Discuss ways of making decisions and consequences Describe personal strengths and weaknesses and link them to personal development Discuss common drug and substance abuse and their effects to their lives Discuss body image and how they relate it to personal development Participate in clubs and school community linkage Understand (appreciate positive self-concept, self-esteem, confidence building Discuss different causes & effects of emotions and how they affect relationships Discuss stress – what it is and how to manage it Discuss their ambitions for life Discuss body image and its relationship with self-concept Discuss core spiritual values and relate them to daily personal life Discuss the link between personal awareness and career decision making (interests, subjects and possible careers) Demonstrate concept of assertiveness and other refusal skills 	The next Cross-cutting Issue of Life Skills has two elements. One element is the content that is already written into subjects and the other consists of the elements that need to be written into personal programmes and school programmes. **Activity 4** Ask teachers to look at the details of this in the Background Information or in the Syllabus Overviews. What can they tell you about the progression of Life Skills across primary education?
16	**Cross-cutting Issue: Peace Education** P1: Engage in common activities that bring people together Share and take turns P2: Co-operate within a group, appreciating different needs and roles Be aware of the signs of bullying Understand and explain role of stories and a completed endeavour P3: Be aware of the ways of resolving conflict in their own situations and the need for respect, tolerance and gender equality P4: Identify actions that can lead to conflicts in their own situation, and know how to avoid them. Know how to resist peer pressure when necessary. P5: Recognise that respect for human rights and gender equality underpins peaceful co-existence (including gender stereotypes) Be aware of ways of the dangers and consequences of the spread of HIV/AIDS and STIs P6: Recognise the importance of promoting human rights and the systems that protect them (including forced marriage etc) Know about the causes, effects and ways of preventing HIV/AIDS and STIs P7: Be able to discuss the consequences of international conflicts, and how they are mediated and resolved. Be aware of the ways of promoting gender equality in school and national situation. P8: Understand ways of building reconciliation in conflict areas, and the national and international bodies that exist to promote peace and reconciliation. S1: Be aware of the theory of peace conflict resolution Understand the importance of service deliverers in conflict resolution. S2: Recognise key areas of conflict (eg. power, identity, religion, natural resources) Know about key advocates for non-violence in South Sudan and the world. S3: Recognise the links between conservation of environment and peace Understand how civil leadership can work together to promote peace making and conflict resolution. S4: Understand the basic of holistic peacemaking and conflict resolution. Understand the role of the United Nations (UN) Charter on Conflict and peace resolution, and the African Union (AU) charter on conflict and resolution. 	And finally, we have Peace Education. Explain that much of this issue is incorporated into Social Studies within the Citizenship element but that it is also represented in other subjects as a context for learning.

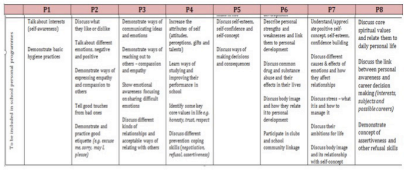
17	Choose one of the Cross-Cutting Issues to study in detail. What progression can you see in this issue through P1 to P8? What experience do you have of teaching about various aspects of this cross-cutting issue? How relevant is this cross-cutting issue to the lives of learners in your classes?	**Activity 5** Read through this task and then give teachers about 15 minutes in pairs to complete the task. Move around the pairs as they are working and then ask 3 or 4 pairs that you believe have had some interesting ideas to share their thinking with the whole group.
18	 Sometimes cross-cutting issues are taught directly within a particular subject. Sometimes they provide a context for a subject study.	This is an important point. Give examples, such as the way that Climate Change can be used as a context to develop writing fluency but that it is also a topic in its own right in Science and Geography. The next two slides give another example.
19	Example: Taught directly within a particular subject. P1 Peace Education. Engage in common activities that bring pupils together. Social Studies Primary 1 Unit 4 Working Together	Explain that this is an example in a textbook. Talk about the rich learning experience here.
20	Example: A context for a subject study. Environment & Sustainability: Investigate the sources of what pollutes our environment.  English Primary 3 Unit 8 Physical Features in our Payam	Explain that this is another example from a textbook. Ask teachers to give you a couple of other examples.
21	 Peace Education is considered so important that it forms a separate strand in Social Studies. 	Read through the details of this slide and the next – explaining the important principle that Peace Education is considered so important that it is securely represented in Social Studies.

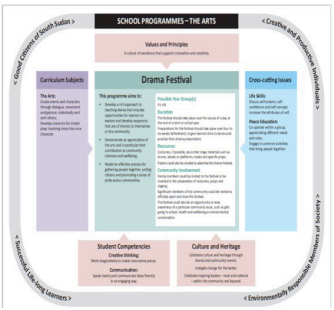
	P1	P2	P3	P4
Peace Education and Human Rights	Take turns, line up and share things with others. Understand the dangers of unfamiliar objects found in the environment.	Co-operate within a group, appreciating different needs and roles. Know the key warning signs of the presence of landmines.	Be aware of the ways of resolving conflict in their own situations, and the need for respect, tolerance and gender equality. Understand and explain risks of mines and unexploded ordinance.	Identify acts that can lead to conflicts in their own situation and know how to avoid them. Know how to resist peer pressure when necessary.

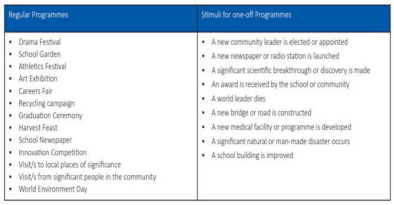
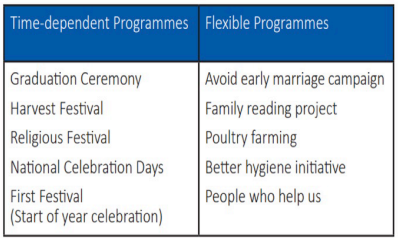
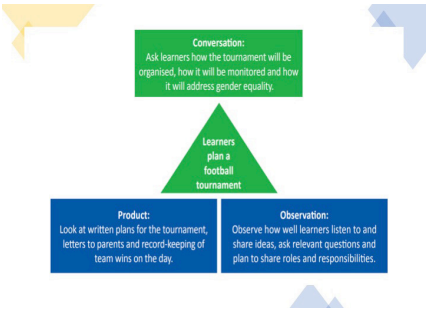
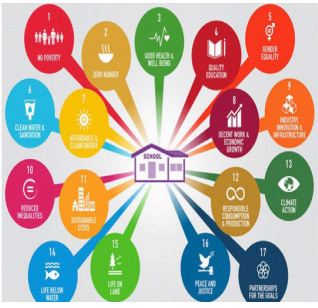
22	Peace Education in Social Studies **P5** / **P6** / **P7** / **P8** **Peace Education and Human Rights**: Recognise that respect for human rights and gender equality underpin peaceful co – existence *(including gender stereotypes)*. Be aware of the dangers and consequences of the spread of HIV/AIDS and STIs. / Recognise the importance of promoting human rights and the systems that protect them *(including forced marriage etc.)*. Know about the causes, effects and ways of preventing HIV/AIDS and STIs. / Begin to be able to discuss the consequences of international conflicts, and how they are mediated and resolved. Be aware of the ways of promoting gender equality in a local and national situation. / Understand some of the ways of building reconciliation in conflict areas, and the national and international bodies that exist to promote peace and reconciliation.	Continue to read through this slide.
23		Here is an example of some children working together to promote Peace. Ask teachers what teaching they think led up to this activity.
24		**Activity 6** Do teachers know what all of these symbols represent? They mean peace in different cultures. Ask teachers to work in small groups to design an activity for learners that uses these symbols. Give them 15 minutes and explain that they will share their ideas after lunch. Remind them that any activity must feature opportunities for competencies to be developed. They should also refer to the Cross-cutting Issue syllabus to select an appropriate learning outcome.
25		Time for a Break!

		Session 3
26		Ask a few groups to explain their ideas for activities relating to these symbols. Ask teachers in other groups to respond to these ideas by asking questions about links to other areas of the curriculum.

27	**School Programmes** Schools will offer their own programmes of personal support and guidance for their learners that will include elements of Life Skills. 	In this session we will now look at the details of School Programmes. If you have the guidance booklet available, allow teachers to spend a few minutes looking through these. Ask them to identify practices and ideas that are already familiar to them. Point out the link to Life Skills here that was discussed earlier. Also make the important point that School Programmes are specific to each school – ideas are selected by individual schools and their teachers so that activities reflect local interests and needs. This is not to say that other schools won't develop similar programmes, however! Talk through what ideas each of the pictures give for School Programmes.
28	School programmes could include physical activities and sport, drama, careers guidance, school gardens and creative arts. 	Talk through these pictures also. How do they relate to School Programmes? Talk about the range of possible activities, as this is an important benefit of this part of the curriculum.
29		This is a reminder that school programmes should reflect the curriculum framework. Refer back to the ideas you had using the pictures – how would they reflect the framework?
30	School Programmes are an opportunity for schools to shape their own sequences of learning, harnessing local issues and features of their community, to enable learners to make progress towards the curriculum aims. School Programmes at primary level will include support and guidance for learners to work towards the curriculum aims as well as elements of Life Skills. From P7, these Programmes will also include careers guidance. Secondary Schools will continue to develop School Programmes, again outside of set subjects.	Allow teachers to read this slide for themselves. Ask a few related questions to check their understanding.
31	 Spend some time looking through Section 1 to Section 3 of the School Programmes Guidance Document. Are you already running school programmes? How do they work? If you are not running school programmes like this already, how could you see them working in your school?	If possible, allow teachers a little more time to read through the Guidance booklet. The important question is the second one about how School Programmes will work in schools. Allow teachers some time in pairs to discuss this.

32	The elements of Life Skills that are to do with personal and emotional development will be included in the school programmes that will not be examined. 	This is a reminder of the details about Life Skills in School Programmes.
33	**School Programmes** Year Group: P1–P3 / P4–P8 / S1–S4 Time per period: 35 minutes / 40 minutes / 40 minutes Number of periods a week: 3 / 3 / 3 Number of periods over a year: 3 x 36 weeks = 108 periods / 3 x 36 weeks = 108 periods / 3 x 36 weeks = 108 periods Total time over a year: 108 x 35 minutes = 63 hours / 108 x 40 minutes = 72 hours / 108 x 40 minutes = 72 hours Plan for sustainability and flexibility.	School Programmes are not supposed to be rigid activities. Some may take only a few weeks to explore, while others may spread over a whole term. 3 periods a week, however, is relatively generous in terms of curriculum time, so it is likely that quite a lot can be explored!
34	**Community Involvement** Cultural day* P3 graduation ceremony* Inter-school athletics competition Sharing and caring in our community Our roots and heritage Our community now and then Building something new Improving sanitation in our community Peaceful poetry from our community Cooking together **The Arts** Craft exhibition* Drama festival* Singing songs and sharing stories A festival of colour Arts on the move Poetry please Painting now and then Sculpture and Shape Dances from around the world More music **The Environment** Flower festival* School gardening* Recycling campaign World Environment Day Comparing edible plants around the world Is climate change real? Fantastic physical features Running rivers and silent streams Climate and weather Green energy **Careers and Income Generation** Re-use and recycle* Poultry farming* Careers fair School newspaper School radio Planning new town or road system Exploring law and order Investment, interest and profit. Publishing Marketing and communication **School Visits and Visitors** Visiting a dispensary* Visiting a fishing site* Visits to a local place of worship Visits to a local business Visits to a new hotel or restaurant Visits to another school Visit from a religious leader or other community leader Visit from a policeman Visit from an electrician Visit from a writer **Examples of School Programmes** In Appendix A you can find examples of how School Programmes can be organised, ensuring that they meet Framework requirements and provide learners with a valuable experience. Each example uses the same format and illustrates links to curriculum subjects, cross-cutting issues, student competencies and the values and aims of the new curriculum that permeate learning.	This is quite an extensive list of possible themes for School Programmes. This is also in the Background Information to refer to. Allow teachers to read through them. **Activity 7** Give teachers about 15 minutes to talk to another teacher about this range of opportunities. Ask them to respond to these questions. What do they want to do from this list? What would they find too difficult? What do they think their students would enjoy and/or benefit from?
35		Time for a Break!

		Session 4
36		This is a model to explain how School Programmes can be organised. There is a copy of this in the Background Information. Read through some of the headings and then give teachers a few minutes to look at it in more detail.

37	 Regular Programmes • Drama Festival • School Garden • Athletics Festival • Art Exhibition • Careers Fair • Recycling campaign • Graduation Ceremony • Harvest Feast • School Newspaper • Innovation Competition • Visit/s to local places of significance • Visit/s from significant people in the community • World Environment Day Stimuli for one-off Programmes • A new community leader is elected or appointed • A new newspaper or radio station is launched • A significant scientific breakthrough or discovery is made • An award is received by the school or community • A world leader dies • A new bridge or road is constructed • A new medical facility or programme is developed • A significant natural or man-made disaster occurs • A school building is improved	The next two slides explain 4 different categories of School Programmes. Explain that it would be useful to allow for this range of opportunity across the school year. Read through these ideas together. Ask teachers which of these programmes would be relevant right now in their class.
38	 Time-dependent Programmes: Graduation Ceremony; Harvest Festival; Religious Festival; National Celebration Days; First Festival (Start of year celebration) Flexible Programmes: Avoid early marriage campaign; Family reading project; Poultry farming; Better hygiene initiative; People who help us	Talk about what links exist between some of these examples and the curriculum.
39	 Conversation: Ask learners how the tournament will be organised, how it will be monitored and how it will address gender equality. Learners plan a football tournament Product: Look at written plans for the tournament, letters to parents and record-keeping of team wins on the day. Observation: Observe how well learners listen to and share ideas, ask relevant questions and plan to share roles and responsibilities.	This is an explanation of how to assess progress in School Programmes. It reminds teachers that they must not 'set a test'! Instead, teachers should find out about what has been learned through some conversations with learners, through some observations and by examining some products generated.
40	Select a School Programme from the grid or think of a new one for yourself! What opportunities does your selected school programme give you to 'get to know' your students more easily than in subject lessons? How do you think your School Programme will influence other areas of the curriculum? How will you involve your community in this School Programme? What difference will it make to your students and their community?	**Activity 8** This is a chance for teachers to practise planning a School Programme. They need the template in their Teacher's Workbook to help them. Read through each of these questions and check that teachers know what they have to do. Try to plan for about 10 minutes before the penultimate slide to gather some ideas. Give teachers the choice to work on their own, in pairs or in small groups to complete this task.
41		Read through the details of this slide and the next – explaining the important principle that Peace Education is considered so important that it is securely represented in Social Studies.

42	End of Module 3 The next module looks at textbooks 	Thank teachers for their time today. Encourage them to reflect on what they have learnt by writing a few notes in their Workbook. Time to Finish!

Module 4: Textbooks

This module explores textbooks.

Course 3: Curriculum Expectations

Module 4: Textbooks

This module explores textbooks.

Learning Outcomes:

By the end of the module, teachers will be able to:

- understand the layout and design of the South Sudan textbooks and Teacher Guides
- relate the textbooks to the syllabus units and learning outcomes
- design lessons that include use of textbooks
- design some activities that extend learning beyond the textbooks

Key Concepts	Range and Activities
The textbooks follow the syllabus units with their Learning Outcomes	Work as a group to track sample syllabus units into the textbooks.
The Teacher Guides help teachers structure learning	Work as a group to explore the layout of the teacher guides and textbooks. Track example textbook units to the syllabuses.
Teachers need to be familiar with the textbooks and Guides, but also need to plan how to use them within a lesson	Work as a group to take a textbook unit and design a lesson plan to teach this in the classroom. Share the plan with other groups and compare. Where possible, work in pairs to teach the lesson and evaluate its impact.
Learning needs to go beyond the textbook to provide first-hand experiences	Continue in the group to extend one of the Upper Primary units into activities involving first-hand experiences that would enhance learning. Share with other groups and, where possible, work in pairs to teach the lesson and evaluate its impact.

Related Professional National Standards:

2.2 Teachers understand and use a variety of teaching strategies to effectively teach the central concepts and skills.

Outline

Session	Content
1	Slides Textbook orientation • *Activity 1 – Ask the first question to the whole class and then ask teachers to talk in pairs about the other questions. Take feedback from 3 or 4 pairs of teachers.* • *Activity 2 – It is important that teachers become very familiar with the way textbooks are organised and that they recognise how and why activities are presented in different ways. Give teachers time to work in pairs to complete this activity. Ask 4 or 5 pairs of teachers to feed back their ideas and encourage other teachers to comment on what is said.*
2	Slides – A learner-centred approach • *Activity 3 – This is a collection of all that has been explored in this session. Ask teachers to work in small groups. They should choose one theme and find a wide variety of contrasting examples of this theme in a variety of textbooks. Ask two or three groups to share what they have found before lunch.*
3	Slides – Assessment • *Activity 4. Matching guidance for teachers to learner activities. Read through this activity on the slide and ask teachers to prepare a description of an assessment that could be used at the start of a unit.*
4	Slides – Beyond the textbook *Activity 5 – Ask teachers to work in pairs to create a big list of other natural resources. They could go for a short walk around your training place to help them if you have time!* *Activity 6 – Read the slide and ask teachers to work in pairs using a textbook they have not yet used today. Gather feedback from 2 or 3 pairs of teachers.*

Resources

Curriculum Framework
An assorted collection of Textbooks

Background information

Time allocation for the subjects

The number of periods to be allocated to each subject per week is set out in the tables below. Schools are able to arrange and adapt these periods over the week to fit local circumstances and needs. Periods can be put together into doubles or triples to make longer times for practical activities or longer periods of study where appropriate.

Primary School
Number of periods each week

	P1-3	P4	P5-8
National language	5	5	3
English	7	7	5
Maths	6	6	5
Science	4	5	5
Social Studies	4	5	5
The Arts	3	4	4
RE	3	4	3
PE	3	4	3
Arabic			5
School programmes			2
Total	**35**	**40**	**40**
Time per lesson	**35**	**40**	**40**

Secondary School
Number of periods each week

	S1-2	S3-4
English	5	6
Maths	5	6
Physics	3	
Chemistry	3	
Biology	3	
History	3	
Geography	3	
RE	2	2
Citizenship	2	2
School programmes	3	3
2 x electives (4 lessons each)	8	
3 x electives (7 lessons each)		21
Total	**40**	**40**
Time per lesson	**45**	**45**

Approaches to teaching and learning

Approaches to teaching and learning must be in line with the aims, values and principles of the Curriculum, and need to be capable of bringing about its aims. To be effective, the values of the curriculum must permeate teaching and learning strategies. The principles suggest a shift of emphasis towards more active and personalised learning.

There is emphasis within the curriculum on the development of the four competencies in order to achieve the aims. These four competencies are both the object and the means of learning, so the strategies must embody and promote them.

All of this has profound implications for teaching and learning approaches. It will not be possible to bring about new aims with only traditional approaches. There are implications for the nature of the textbooks and also for sort of learning experiences that are provided within the classroom.

To achieve the broader aims, teaching and learning strategies need to be:

- centred on the learner rather than the teacher
- interactive, and give learners the opportunity to engage actively with their learning
- rooted firmly in the learner's experience, culture and environment so that they can make sense of their learning in their own terms
- chosen to be appropriate to the particular intended learning

In order to provide a balance between the acquisition of knowledge and understanding and the development of skills and attitudes learners need to be involved actively in their learning and be given opportunities during lessons to practise skills such as investigation, collaboration and critical thinking, and to be given opportunities through discussion and reflection to develop the desired attitudes and dispositions.

Framework Requirements: Section 7

Area 3: Teaching and Learning

When evaluating the quality of teaching and learning, inspectors will base their judgements on the extent to which:

- A supportive physical and social learning environment is established that encourages the co-operation and participation of all groups learners (girls, boys, and those with special education needs or disabilities)
- Clear learning objectives are set from the syllabus for lessons so that all learners understand what to do
- Effective learning activities are planned, based on the competencies, that enable all learners to attain the objective
- Necessary teaching and learning aids are prepared and there are enhancing experiences to help learners attain the objective, deepen learning and engage learners' interest
- Learners are given clear explanations and guidance that support their understanding and enables them to participate in their own learning
- A variety of methods are used appropriate to the intended learning that maintains learners' interest and involvement
- Teachers maintain a good pace to learning through using informal assessment and feedback and ensuring that learning is moving along
- Teachers recognise when groups and individuals need support and ensure that all learners, including those with special needs or disabilities, fulfil their potential
- Teachers use the assessment methods of the Assessment Guidance booklet to make end-of-unit assessments

Excellent
There is a very supportive physical and social learning environment that encourages the co-operation and participation of all learners (including girls, boys, and those with special education needs or disabilities). Teachers fully understand the new curriculum and its associated booklets of guidance. They set very clear learning objectives for lessons that are drawn from the syllabus, and ensures that these are understood by all learners. Teachers use a good variety of methods appropriate to the intended learning that maintains learners' interest and involvement. The key learning activities are based on the competencies, and enable all learners to attain the objective. Textbooks are enhanced by a wide range of resources and experiences that deepen learning and engage learners' interest. Teachers give very clear explanations and helpful guidance that supports learners' understanding and enables them to participate in their own learning. A very good pace to learning is maintained through using informal assessment and feedback that enables learners to make progress. Teachers recognise when groups and individuals need support and ensures that no one is left behind. End-of-unit assessments are made according to the Assessment Guidance booklet.

2. Teaching and learning methods

Teaching and learning methods	***Ex***	***G***	***S***	***NS***
All learners are helped to understand the lesson objectives at the start of the lesson				
Learning activities are effective in promoting the lesson objectives				
Textbook activities are used well and enhanced by teaching aids				
The teacher asks questions that encourage learners to think critically and suggest ideas.				
All learners (girls, boys and those with special needs or disabilities) are encouraged by the teacher to be engaged in the lesson				

Pages 19 and 20 of the South Sudan Curriculum Framework set out the expectations of teaching and learning. These should be the basis for inspection judgements.

The evidence for this section will come entirely from the Lesson Observations and refers to that lesson only.

Observation	*Observations during lessons*

As with Section 1, the grade awarded will be a matter for professional judgement. The nature of the teaching and learning interaction is complex and varies greatly from school to school. The table below will, help with this.

Excellent	*Lesson objectives are clear, relevant and achievable, reflect the learning outcomes of the syllabus, and the teacher ensures that all understand them. There is a wide range of stimulating learning activities that enable all learners to achieve the lesson objectives. High quality questions encourage critical thinking and learners suggestions. The teacher is very effective in encouraging all learners to engage in the lesson.*
Good	*Lesson objectives are clear, and most learners understand them. There are some stimulating learning activities that enable most learners to achieve the lesson objectives. There are some questions that encourage critical thinking and learners suggestions. The teacher encourages all learners to engage in the lesson.*
Satisfactory	*Lesson objectives are reasonable clear, but little effort is made to ensure understanding. There are some learning activities that enable most learners to achieve the lesson objectives, but these are not particularly stimulating. There are very few questions that encourage critical thinking and learners suggestions.*
Needs support	*Lesson objectives are not shared, or are not clear. Learning activities are not effective at promoting lesson objective. Learners are not encouraged to think critically or make suggestions. There is too much chanting and rote-learning.*

The problem

Written tests are seldom effective for assessing the deeper understanding, skills, competencies and higher order thinking that are at the heart of the new curriculum. This is especially the case for tests made up by individual schools. It is possible to set questions that address higher order thinking and deeper understanding, but the techniques for doing so are very specialized, the questions generally require open-response answers and the marking schemes are very complex.

Written tests are popular because they are easy to administer to large groups, but they do not actually test the sort of learning that is required in the new curriculum

The solution

Building upon multiple formative assessments through triangulation and an exploration of learners' work, the teacher is able to make a summative judgement about what each learner has achieved overall within a syllabus unit (or text book chapter). If records are kept of the learning outcomes of each syllabus unit through the year then there will be no need for an end of year test. Teachers will already have a record of those students who have met the learning outcomes, and those who have not done so. Therefore teachers will know if there were any students not ready to progress to the next grade.

An overall record should be made of the individual unit assessments by subject in terms of the 4 categories in Section 8. If numbers (0-4) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each unit.

Descriptor	Identifier
No Learning outcome achieved	0
Some LOs achieved, but not sufficient for overall compliance	1
Most LOs achieved, enough for overall compliance	2
All LOs achieved – compliance with ease	3

In the example below, the table shows the end-of-unit assessment for six students.

English										
	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10
Student A	3	3	2	3	3	3	3	2	3	3
Student B	2	2	3	2	3	2	2	2	3	2
Student C	1	1	2	1	1	2	2	3	2	3
Student D	1	1	2	1	1	2	1	1	2	1
Student E	0	1	2	1	0	1	0	1	1	1
Student F	0	0	1	0	0	1	0	0	1	0

It can be seen from the above table that Students A and B have performed very well (there are several 3's) and have achieved overall compliance in all the Units. Student C has achieved overall compliance in all but four Units – and has improved considerably during the year (1s at the beginning 3s by the end of the year. Students D and F have not achieved overall compliance in many Units (they have several 1's). We hope there will be no student like Student F!

If this table is kept throughout the year it will enable schools to identify students who:

- Are doing well in one subject but not another
- Are doing well in one unit but not another
- Started off well but have not maintained their progress
- Are doing very well overall
- Need extra support or guidance

Social and Emotional Learning

https://casel.org/sel-framework/

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts. This includes capacities to recognise one's strengths and limitations with a well-grounded sense of confidence and purpose. Self-awareness involves:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Self-management involves:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organisational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathise with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behaviour in different settings, and recognise family, school, and community resources and supports. Social awareness involves:

- Taking others' perspectives
- Recognising strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognising situational demands and opportunities
- Understanding the influences of organisations/ systems on behaviour

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Relationship skills involve:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practising teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behaviour and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Responsible decision-making involves:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analysing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognising how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Preparing questions	Planning how to assess	Considering how to time manage the lesson - A question of pace	Considering how to further develop student competencies
Preparing resources	Planning who to assess	Planning how to organise groups or pairs of learner	Considering how to enable a 'Learner-Centred' environment
Considering outcomes from the previous lesson	Planning the introduction to the lesson	Considering opportunities for 'beyond the text book'	Considering how the lesson might be concluded

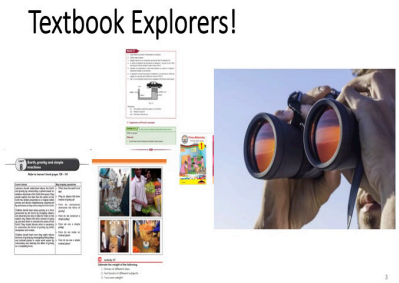
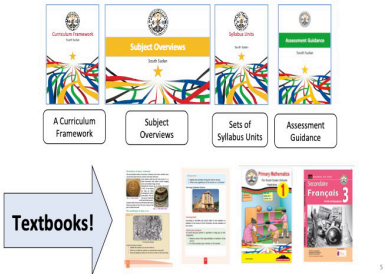
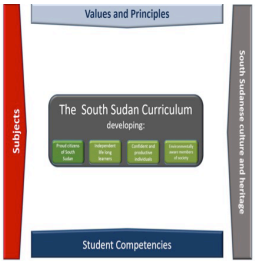
Tutor Course Notes

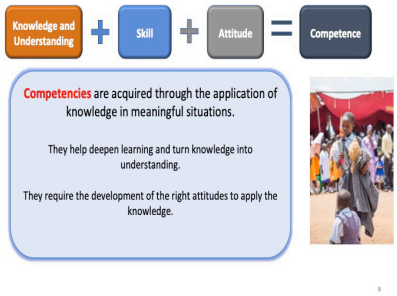
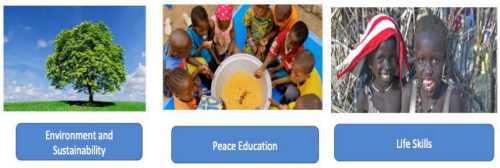
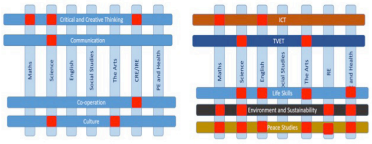
Key Messages and Approaches

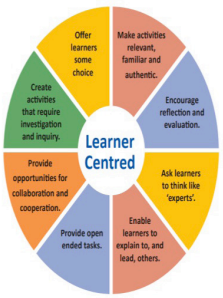
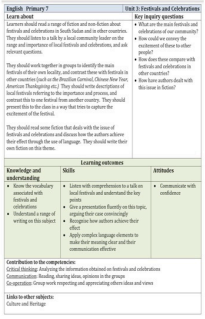
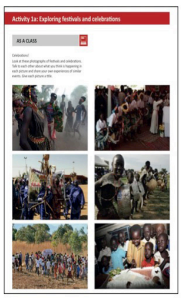
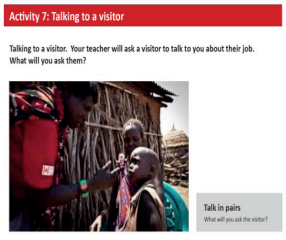
- This module is inevitably theoretical with quite a lot of written material but is essential to an understanding of teaching and learning.
- The key text is on the slides, but also in the Course Handbook, so participants can read from either. It is usually best to read the slides aloud, stopping to check that participants understand, or get some participants to read a section in turn.
- Some activities require looking at curriculum documents and syllabus units. It is always better for participants to share these rather than have one each, because this encourages discussion.
- Nearly all the activities are discussion-based. Participants should be put into pairs, and then pairs put together into groups of four or six. If there is an uneven number of participants, then some will need to work in a three.
- Participants should be invited to discuss each question in pairs, then prepare to report back to the larger group or to the class.
- Depending on the size of the class, it may not be possible for every group to report back on every activity. So it will be necessary to ensure that every group gets a chance during the day, and also that it is not always the same person who speaks on behalf of the group.

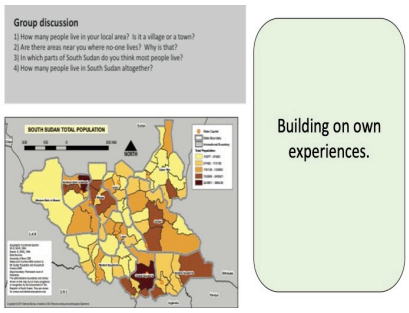
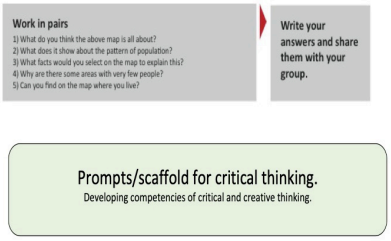
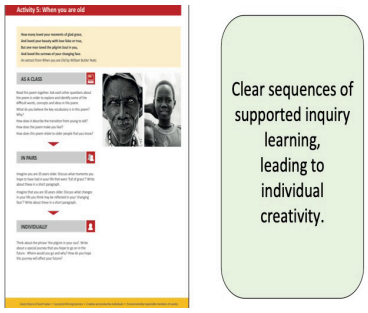
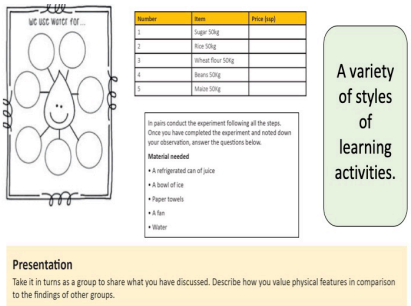
Presenting the Slides – Script

		Session 1
1	Welcome to Module 4 Textbooks	As teachers arrive, ask them if they enjoyed yesterday and suggest they look through the background reading for today's session.
2	Recap from yesterday! Which Cross-cutting Issue do you enjoy teaching about the most? Which Cross-cutting Issue do you think is the most important? How do you expect to see Cross-cutting Issues presented in textbooks? What kind of School Programme are you most likely to plan for at your school?	To get the day started, welcome teachers and ask them these questions about what they learnt yesterday. **Activity 1** Ask the first question to the whole class and then ask teachers to talk in pairs about the other questions. Take feedback from 3 or 4 pairs of teachers.

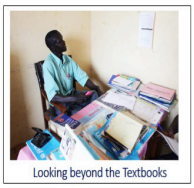
3		Explain that in today's session we will be thinking carefully about how to use textbooks effectively. Just as we hope learners will adopt the skills to be inspired explorers, we hope this will also be the case for teachers today!
4		Remind teachers that the curriculum for South Sudan is not one borrowed from another country. It is especially designed to reflect the rich culture and heritage of South Sudan.
5		Remind teachers of the process that led to the development of textbooks. It is important that they see the connection from the Framework, through the syllabus units to the textbooks and assessment strategies.
6	 Textbooks designed to reflect the curriculum framework, embedding its elements and thus enabling students to reach intended aims of the curriculum.	Another reminder that textbooks are designed to reflect the Curriculum Framework which features a number of elements as shown in this model.
7	Features of textbooks that reflect the new curriculum framework.	The following slides – especially after the break – go into some detail about how the textbooks reflect the curriculum framework. Remind teachers that they have some blank pages in their Workbook to write notes as we go along.

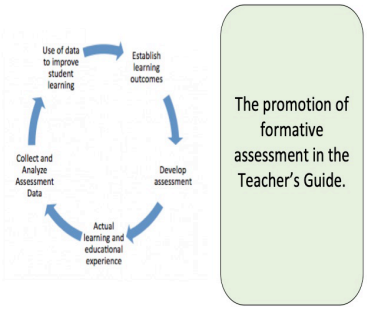
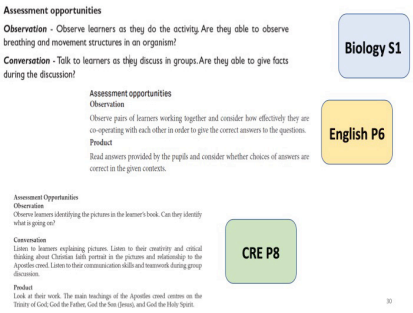
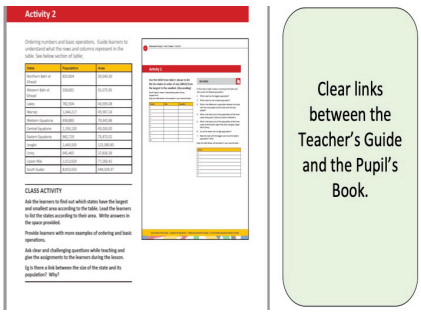
8		Ask teachers to explain to you what they think the development of competencies looks like in textbooks. How are learners guided to develop each aspect of a competency? The answer is to do with the way pages and activities present learning. We will look at this in more detail later!
9	 Activity 2 Find an activity in one of the textbooks that you think allows learners to develop competency.	**Activity 2** It is important that teachers become very familiar with the way textbooks are organised and that they recognise how and why activities are presented in different ways. Give teachers time to work in pairs to complete this activity. Ask 4 or 5 pairs of teachers to feed back their ideas and encourage other teachers to comment on what is said.
10	Cross-cutting Issues 	This is a reminder to teachers that as well as student competencies flowing through textbooks, Cross-cutting Issues are also integrated into activities – sometimes as topics themselves and sometimes as a context for other learning to be developed.
11	Integrated subjects of ICT and TVET are presented across materials, just like Cross-cutting Issues and student competencies. 	Another visual to illustrate different themes that thread through the curriculum. Ask teachers to tell you how they think TVET is integrated in early primary activities. The answer is to do with learners being given the opportunity to consider the different jobs that people do and to explore different roles and responsibilities within the community.
12		Time for a Break

		Session 2
13		A Learner-Centred approach is an important principle of the curriculum. Go through each segment of the wheel and talk to teachers about how these are integrated into Teaching and Learning. Ask teachers to consider how different elements are visible in the activity they selected this morning to reflect the curriculum framework.
14	 	This is a reminder that the syllabus units are the 'food' for the textbooks! Ask teachers to tell you what connections they can see here. The title is a good place to start!
15	Many colourful, context-specific illustrations. Rooting learning in the rich culture and heritage of South Sudan.	Colourful and context-specific illustrations.
16	Clear directions for working in a variety of groupings. Developing competencies of communication and co-operation.	Clear directions for working in a variety of groupings.
17	 A creative and realistic balance of using local resources. visitors/visits natural materials story/song magazines/newspapers radio, Internet, etc.	Creative and realistic balance of using local resources.

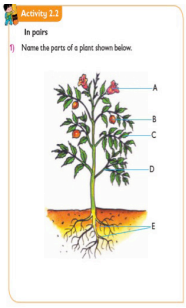
18		Building on own experiences.
19		Lots of talk! (This is really important. Stress to teachers the different ways in which learners can talk in the classroom: answering and asking questions, repeating vocabulary and phrases, talking about something they are interested in, creative talk about new ideas etc. They should also speak with a range of people in a range of situations: to their teacher, their friend, their neighbour, to a group of learners, to individuals, to the whole class, to another adult.
20		Prompt/scaffold for critical thinking. This explains how learners are given ideas… but not always all the information that they need.
21		Inquiry learning. Activities encourage questions and problem solving.
22		A variety of learning styles. What different styles can you see here? What learning styles have we used during this CPD training?

23	When you go home Talk to your parents about the jobs that people do. See if they can think of any more. Tell your group when you come back to school. Activity 6: All about feelings IN PAIRS Read this new set of key words that help us to describe how we feel in our environment. Complete each of the sentences and then make up some of your own according to your own experiences of the environment. Using: "……feel(s)……when……." **Examples:** (a) Aunt Mary ……tired when she ……much needs. (b) Children ……happy when they ……in rivers. (c) She ……unsafe when she ……in thick forest. (d) We ……tired when we ……uphill. (e) He ……happy when he……his rice growing well Perhaps you could make up your own song. Enjoy your singing! Opportunities for social and emotional learning.	A balance of information sharing and investigative learning. Sometimes learners are given information directly, but other times learners have to find things out for themselves.
24	Clear directions for working in a variety of groupings. Lots of talk! A focus on language development. Opportunities for social and emotional learning. Clear sequences of supported inquiry learning, leading to individual creativity. A variety of styles of learning activities. A careful balance of information sharing and learning activity. Many colourful, context-specific illustrations. Building on own experiences. A creative and realistic balance of using local resources. Prompts/scaffold for critical thinking. Developing competencies of critical and creative thinking.	Social and Emotional Learning. This is important. Social Learning comes largely through the development of co-operation and communication competencies. Emotional learning is developed through a range of approaches and is especially important when working with vulnerable learners. Ask teachers to take a look in the Background Information at the section on Social and Emotional Learning to help them understand this further.
25	Clear directions for working in a variety of groupings. Lots of talk! A focus on language development. Opportunities for social and emotional learning. Clear sequences of supported inquiry learning, leading to individual creativity. A variety of styles of learning activities. A careful balance of information sharing and learning activity. Many colourful, context specific illustrations. Building on own experiences. A creative and realistic balance of using local resources. Prompts / scaffold for critical thinking. Developing competencies of critical and creative thinking. Activity 3. Take one theme and find 3 contrasting examples in one textbook.	**Activity 3** This is a collection of all that has been explored in this session. Ask teachers to work in small groups. They should choose one theme and find a wide variety of contrasting examples of this theme in a variety of textbooks. Ask two or three groups to share what they have found before lunch.
26		Time for a Lunch Break

		Session 3
27	Formative Assessment and Summative Assessment  Looking beyond the Textbooks	Welcome teachers back after lunch and explain that during this afternoon session we will look at how textbooks and teacher's guides promote assessment. We will also look at how teachers should plan for learning that goes beyond the textbook.

28		This is a reminder about the cycle of assessment. This model is important because it helps teachers to see that assessment is not 'finished' after a text. Various assessments need to be taking place continuously in order for teachers to develop a deeper understanding of how well learners are progressing.
29		This reminds teachers that in order to better understand what has been learnt, teachers need to assess learning from a variety of perspectives. Just asking a learner questions might only reveal one 'side ' to their learning, for example.
30		Ask teachers to spend a few minutes looking through the Teacher's Guides so that they can see where support is given to assessment. Remind them that formative assessment is all about checking in on learners to inform next steps in teaching. Whereas summative assessment is more about finding out what has been learnt in total at the end of a unit or topic.
31		Here is an example of the way in which the Teacher's Guide also supports the teacher to make assessments. Ask teachers to also look in their Background Information about the way formative assessment needs to be recorded to build a picture of what a learner can do throughout a unit.
32	Activity 4 Explore one unit in both the Pupil's Book and Teacher's Guide. Which Assessment opportunities are highlighted? Can you see any others in the Pupil's Book that are not explained in the Teacher's Guide? Choose one activity from the start of a unit in a Pupil's Book. How could this be used as an assessment opportunity to help teachers understand what learners already know about this topic?	**Activity 4** Matching guidance for teachers to learner activities. Read through this activity on the slide and ask teachers to prepare a description of an assessment that could be used at the start of a unit.

33		Time for a break!

		Session 4
34	Looking beyond the Textbooks	It is important to consider that although textbooks are very useful, there are other resources that teachers should look to draw from to enhance the learning (and teaching!) experience.
35	 Activity 2.2 In pairs 1) Name the parts of a plant shown below. A B C D E	Here we have a page from a science textbook. Using this diagram, learners can develop a good knowledge of the different parts of a plant. But how could we enhance this learning?
36		Of course! We could go and find some plants so that we can see and feel the different parts of a plant – explore how they are connected and what proportions are involved, etc.
37	Activity 5 What other natural resources can you think of that are available to you that could supplement the textbook or even create a new or additional teaching and learning activity?	**Activity 5** Ask teachers to work in pairs to create a big list of other natural resources. They could go for a short walk around your training place to help them if you have time!

38	Natural Resources – a few ideas! • Sticks and stones • Leaves, stems, roots, shoots and flowers • Fruit and vegetables • Water • Light and shade • Soil and sand How could these be used in science, for story making, in maths… and beyond? These are likely to be first-hand experiences.	Here are some ideas. How many did your teachers get? Ask teachers to share their ideas and importantly, ask other teachers to suggest how these resources could be used in different subjects.
39		We can also think about manmade resources such as plastics, paper and card. Ask teachers to now add to their list of resources beyond the textbook.
40	Activity 10: Acting a play In groups Read and rehearse the play you have written. 1. Act the play and record it on video. 2. Show the video to the rest of the class.	Here is a description in a textbook of a different kind of resource – a story! Learners are asked to rehearse a play. How can story and drama be used across the curriculum? How can drama and role play help in science, for example? A reminder here that talking about learning is very important to develop vocabulary and understanding.
41		Ask teachers what kind of resource they think this is? People in the community, or visitors or people we can visit. Ask teachers to select one textbook and look for an opportunity for a member of the community to enhance learning. If you are learning about religious festivals, for example, it would be good to speak with a religious leader. If you are learning about hygiene, it would be useful to speak with a doctor, nurse or health visitor.
42		This is a collection of special events – either at a national, international or local level. Talk about how these can be used both to enhance learning and be a topic in themselves. World Water Day, for example, provides a useful link to science and social studies topics about water.

43		**Activity 6** Read the slide and ask teachers to work in pairs using a textbook they have not yet used today. Gather feedback from 2 or 3 pairs of teachers.
44	What is the role of the teacher? 	Finally, we will look briefly at the Role of the Teacher. This is a topic much bigger than a small part of this module! But in this context, we will discuss how using the textbook is just one element of the way teachers should prepare their lessons
45	Planning to use a textbook across the school year. Each book is organised into a number of Units across a year. Look through one pupil textbook and count **how many units** there are. How many pages on average are there **per unit**? How many weeks out of the year would you expect each unit to take?	Using the textbook effectively relies upon teachers carefully planning how the books will be used across a term and across a year. Use these questions to help teachers organise how they will 'budget' pages and units across a school year.
46	Preparing questions / Planning how to assess / Considering how to time manage the lesson – a question of pace / Considering how to further develop student competencies Preparing resources / Planning who to assess / Planning how to organise groups or pairs of learners / Considering how to enable a 'Learner-Centred' environment Considering outcomes from the previous lesson / Planning the introduction to the lesson / Considering opportunities for 'beyond the textbook' / Considering how the lesson might be concluded	Here is a table of some of the roles of a teacher. Have a general discussion about this. The most important point is that a great deal of emphasis should be placed on the preparation and planning of a lesson – so not just relying on the textbook. Teachers should ensure that before each lesson they are familiar with the textbook, have some good questions lined up and an idea of how to organise learning across the lesson.
47	Old → New Teacher-centred → Learner-centred Knowledge-based → Competency-based Passive learning → Active learning Dependent → Independent Learning for exams → Learning for life Memorisation → Understanding Shallow learning → Deep learning Diverse Subjects → Connected learning 'Alien' knowledge → Relevant learning Subject learning → All key learning	This slide summarises the key changes from the old to the new curriculum. Discuss briefly which of these are reflected in the textbooks.

48	That's it for today! Tomorrow we will look at the value of first-hand experiences. 	Tomorrow we will build on the idea of the role of the teacher reaching beyond simply reading through the textbook. We will look at how practical, first-hand experiences influence the capacity for learning. Thank teachers for their attention and be prepared to answer any questions individually as they leave.

Module 5: First-hand Experiences & Active Learning

This module explores first-hand experiences and active learning.

Course 2: Curriculum Expectations

Module 5: First-hand Experiences & Active Learning

This module explores first-hand experiences and active learning.

Key themes for this module:

- Higher levels of learning cannot be reached without first-hand experiences and active learning.
- Much learning in the SS syllabuses requires this approach.
- These sorts of learning experiences can be designed for a range of subjects and outcomes.

Related Professional National Standards:

3.4 Teachers participatory teaching and learning activities relevant and meaningful to learners and relate them to everyday lives by using real life stories, local examples and materials.

Outline

Session	Content
1	Slides - Recap and link to Blooms and Webb. • *Activity 1 – Deep thinking this week?*
2	Slides – Practical activities and First Hand Experiences • *Activity 2 – Planning a town* • *Activity 3 – Road Vehicles*
3	Slides - Active Learning • *Activity 4 – The Science of Soil* • *Activity 5 – The Science of floating*
4	Slides – Assessment Task for Course 2 • *Activity 6 – Assessment Task Preparation* • *Activity 7 – The Power of 10*

Resources

Curriculum Framework
Portfolios

Background information

What is the theory behind active learning?

Active learning is based on a theory called constructivism. Constructivism emphasises the fact that learners construct or build their own understanding. Constructivists argue that learning is a process of 'making meaning'. Learners develop their existing knowledge and understanding in order to achieve deeper levels of understanding. This means that learners are more able to analyse, evaluate and synthesise ideas (thus achieving the higher order skills of Bloom's Taxonomy). Skilled teachers make these deeper levels of understanding more possible by providing learning environments, opportunities, interactions, tasks and instruction that foster deep learning.

The theory of 'social constructivism' says that learning happens mainly through social interaction with others, such as a teacher or other students. One social constructivist, Lev Vygotsky (1896–1934), developed the idea of the Zone of Proximal Development. This zone lies between what a learner can achieve alone and what a learner can achieve with their teacher's expert guidance. Skilled teachers focus learning activities in this zone. Skilled teachers scaffold learning by providing guidance and support that challenges students based on their current ability. This helps students to develop their understanding in stages.

Skilled teachers also provide rich feedback using Assessment for learning (AFL) which is also where we talk about the value of Formative Assessment. Skilled teachers use AFL to help students to understand two things: firstly their current strengths and weaknesses and secondly what they need to do to improve. AFL activities are sometimes based on formal assessments. However, AFL can also be based on many types of informal assessment which can include peer assessment, where students assess each other.

Active learning also links to other theories of learning:

Learning should be relevant and within a meaningful context

This idea was developed by the philosopher Jean-Jacques Rousseau (1712–1778). It influenced numerous educators in the early 20th century such as John Dewey (1859–1952) and Maria Montessori (1870–1952). The main idea is that we learn best when we can see the usefulness of what we learn and connect it to the real world.

Learning is developmental

Learning experiences for young people should be appropriate to their level of development. Some of this is linked to their age, although development level and age are not always the same thing.

What are the benefits of active learning?

Active learning helps students to become 'lifelong learners'

In an active learning approach, learning is not only about the content, but is also about the process. Active learning develops students' autonomy and their ability to learn. Active learning gives students greater involvement and control over their learning. This means that students are better able to continue learning once they have left school and college.

Active learning encourages success

Encouraging active learning helps students to achieve higher grades, based on their enhanced skills and understanding.

Because active learning encourages students to take a central role in their own learning, it prepares them better for both higher education and for the workplace. Analytical skills also help students to be better at problem solving and applying their knowledge. Universities and employers value this.

Active learning is engaging and intellectually exciting

An active learning approach encourages all students to stay focused on their learning, which will often give them greater enthusiasm for their studies. Teachers also find that they enjoy the level of academic discussion with their students which an active learning approach encourages.

(Cambridge Assessment International Education)

The benefits of first hand experiences

Like many of us, children learn best through action rather than instruction – that's why first-hand experiences are so vital to early development.

Children thrive on the exploration and discovery that shapes their knowledge and understanding of how and why things work. The information they gather in this way is not simply filed in a memory bank for later reference, but worked through and repeated countless times in different situations, allowing them to process and make sense of what they have learned.

By contrast, 'passive learning' does not provide opportunities for exploration, experimentation and discovery. As adults, we recognise this as being boring and typically do far better if we're able to explore or carry out research for ourselves.

There's scientific evidence to back up why this is the case. Brain research suggests that direct action, physical and intellectual engagement with experiences, in addition to problem solving and repetition, ensures that synapses – our brain's wiring – become stronger (Bruce 2004).

So what does this mean for our practice? Well, this type of hands-on learning occurs in everyday contexts when children are engaged in activities that matter to them. They need to be the directors of their learning, and it has to be real and meaningful for them. In turn, through observation, this learning will power others' interests and desire to engage, and thus provide a scaffold for group learning.

The first-hand experiences that we offer can be on a small or large scale, depending on the children we are working with and their interests.

(Carla Coward, 2016)

Knowing	Level 1	**Recall and reproduction** Recall of a fact, information or procedure
Understanding	Level 2	**Application of skills and concepts** Use of information or conceptual knowledge - two or more steps
Analysing **Synthesising**	Level 3	**Strategic thinking** Requires reasoning, development plan or a sequence of steps, some complexity, more than one possible answer
Evaluating **Creating**	Level 4	**Extended thinking** Requires an investigation, time to think and process multiple conditions of the problem.

English Primary 5	Unit 1: Road Vehicles
Learn about	**Key inquiry questions**
Learners should read and listen to a range of fiction and non-fiction about road vehicles and work in groups to list the different types and their uses (cars, motor cycles, trucks, vans, 4x4s, buses, taxis etc.). they should look at leaflets, booklets or advertisements for vehicles and see how they are described. They should make their own descriptions of vehicles they know. They should find out about elements of vehicle repair and the associated vocabulary (puncture, repair, vehicle, mechanic, spanner, garage, engine, tyres, etc.) and construct sentences using the given structures to discuss ways of repairing vehicles e.g. using imperative verbs and commands, e.g. open the boot, check the tyres etc. They should work in groups to discuss the benefits and disadvantages of road vehicles (pollution etc.) and make a presentation to the class. They should read some fiction that relates to vehicles and write their own stories.	• What different sorts of vehicles are there? • What are they used for? • How can we describe different vehicles? • What are the advantages and disadvantages of road vehicles?

Learning outcomes		
Knowledge and understanding	**Skills**	**Attitudes**
• Comprehend the gist of a range of authentic passages in complex situation • Understand texts including some unfamiliar materials from which attitudes and emotions can be recognised • Understand a wide range of authentic texts in familiar contexts	• Take part in discussion giving and justifying ideas creatively and confidently • Produce formal and informal texts on familiar topics • Communicate ideas creatively and accurately in an appropriate style • Adapt sentence construction for different purposes and readers • Use punctuation appropriately to create effects • Use adverbs, adjectives, nouns prepositions and conjunction appropriately	• Communicate with confidence

Contribution to the competencies:
Critical thinking: Analyzing the impact of vehicles
Communication: Reading, sharing ideas, opinions in the groups
Co-operation: Group work respecting and appreciating others ideas and views

Links to other subjects:
Geography
Environment and sustainability

Science Primary 2	Unit 6: Soil
Learn about	**Key inquiry questions**
Learners should know about the structure and composition of the soil in pairs or small groups by investigating samples of soils (clay, sandy, and loam). They should learn about the soil particles and observe them using hand lenses to compare colour, how it feel in between fingers and find the remains of organic matter which floats on water. They should visit and examine the sides of pits or channels and investigate how the particles are arranged in layers, or mixed up. They should investigate settling in long glass tubes and observe, measure, talk about and record by drawing. Through this they should learn about the structure of soil, identify the components, and recognize the process of soil structure formation. Children should talk about the activities that involve uses of soil such as farming and making pottery, and how clay is different from sand. They should learn about the value of the soil as an environment for small living things and roots, and that soil contains water and air.	• How can we separate the basic types of soil in the locality? • What does a common soil contain? • How are the various particles arranged from top downwards? • How is it that soil in the walls of pits is in layers? • How is the soil important as an environment for living things? • How do different soils influence the plants that grow in them?

Learning outcomes		
Knowledge and understanding	**Skills**	**Attitudes**
• Investigate structure and composition of soil	• Design fair tests to investigate the composition and structure of soil • Observe structure of soil • Draw what they see	• Appreciate the importance of soil • Critical thinking

Contribution to the competencies:
Critical thinking: investigating the composition and structure of soil
Co-operation: performing activities on soil composition and structure

Links to other subjects:
Social Studies
Environment and Sustainability: importance of the soil

Course 2 Assessment Task

Course 2: Curriculum Expectations Learning Outcomes
• Understand the four competencies and why they are in the ECD and Primary curriculum • Design learning activities that will promote the competencies in a range of Learning Areas and subjects • Understand how the subject syllabuses have been planned to identify key learning each year, and provide progress form P1 to S4 • Understand the importance of the three cross-cutting issues and how these relate to the subjects • Understand the reason for and scope of school programmes • Promote a school programme within a school • Understand the layout and design of the South Sudan textbooks and Teacher Guides • Relate the textbooks to the syllabus units and learning outcomes • Design lessons that include use of textbooks • Design some activities that extend learning beyond the textbooks • Understand why first-hand experiences and active learning are important within the SS curriculum • Design some learning activities that involve first-hand experiences and active learning

Course 2 School-based Activity

Participants should **plan and implement learning activities** to promote student competencies in one or more subjects or Areas of Learning. The implementation could be in one lesson or in a series of lessons across a syllabus unit. They should plan the activities, specifying the learning outcomes sought, particularly in relation to the student competencies. They should explain how the planned activities relate to the learning theories. They should take account of what the challenges are in relation to implementation and what solutions can be developed.

Where possible, participants should work with a colleague to observe the activity being implemented and discuss how it went.

Course 2 Assessment Requirements

After implementing the learning activity, the participant will submit a portfolio that contains the:

- Explanation of the importance of the four competencies
- Learning outcomes sought and how these relate to the student competencies
- Learning activities planned to enable learners to meet these outcomes
- Resources that will be needed
- The relationship to the learning theories studied
- The challenges anticipated and how these will be overcome

There is no requirement to describe or evaluate the implementation in this portfolio. However, participants are welcome to include an account of the implementation and some reflection on its success.

Course 2 Assessment Criteria

The assessment will be based on how well the portfolio covers the requirements. **It does not matter whether or not the planned activities turn out to be successful.** What is important is that the participant has taken account of the requirements when planning the activity, has related this to the theory.

Distinction	The portfolio covers each of the requirements very effectively. The importance of student competencies is explained very clearly. Learning outcomes are clearly defined and very well related to the student competencies. The activities planned to enable learners to attain these outcomes are well explained. These are well related to the learning theory. Possible challenges are clearly identified and plausible solutions are put forward.
Credit	The portfolio covers each of the requirements appropriately. The importance of student competencies is explained adequately. Learning outcomes defined and related to the student competencies. Activities are planned to enable learners to attain these outcomes. The planned activities are related to the learning theory. Possible challenges are identified and solutions are put forward.
Re-submit	The portfolio does not cover the requirements appropriately. The importance of student competencies is not explained adequately Learning outcomes are not defined nor related to the student competencies. The activities are planned are not r elated to the learning theory, and are unlikely to enable learners to attain the outcomes. Possible challenges are not identified and solutions are not put forward.

Tutor Course Notes

Key Messages and Approaches

The key text is on the slides, but also in the Course Handbook, so participants can read from either. It is usually best to read the slides aloud, stopping to check that participants understand, or get some participants to read a section in turn.

Some activities require looking at curriculum documents and syllabus units. It is always better for participants to share these rather than have one each, because this encourages discussion.

Nearly all the activities are discussion-based. Participants should be put into pairs, and then pairs put together into groups of four or six. If there is an uneven number of participants, then some will need to work in a three.

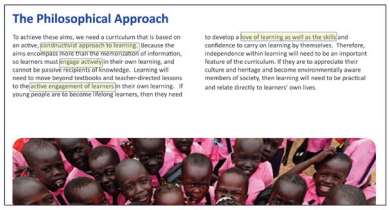
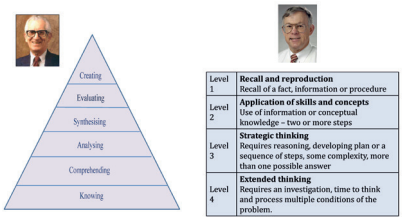
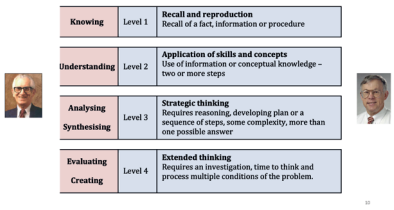
Participants should be invited to discuss each question in pairs, then prepare to report back to the larger group or to the class.

Depending on the size of the class, it may not be possible for every group to report back on every activity. So it will be necessary to ensure that every group gets a chance during the day, and also that it is not always the same person who speaks on behalf of the group.

Presenting the Slides

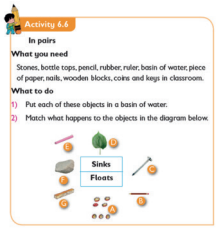
		Session 1
1	Welcome to Course 2 Module 5 **First Hand Experiences and Active Learning**	Welcome teachers as they arrive and ask them to prepare for the day by looking through the background information, highlighting what they find particularly interesting.
2	Textbook Explorers! 	A reminder about what was learnt yesterday. Discuss how well teachers use textbooks if they have them at the moment and the importance of supplementing textbook activities with their own ideas to make learning completely relevant to their school and community.

3	Clear directions for working in a variety of groupings. Lots of talk! A focus on language development. Opportunities for social and emotional learning. Clear sequences of supported inquiry learning, leading to individual creativity. A variety of styles of learning activities. A careful balance of information sharing and learning activity. Many colourful, context-specific illustrations. Building on own experiences. A creative and realistic balance of using local resources. Prompts/scaffold for critical thinking. Developing competencies of critical and creative thinking.	Here we have a reminder of many of the features of textbooks. Ask teachers to tell you which of these features they think is the most useful.
4	Old → New Teacher-centred → Learner-centred Knowledge-based → Competency-based ← Passive learning → Active learning ← Dependent → Independent Learning for exams → Learning for life Memorisation → Understanding ← Shallow learning → Deep learning ← Diverse Subjects → Connected learning 'Alien' knowledge → Relevant learning Subject learning → All key learning	This slide is a reminder of how the curriculum has changed. Read through each pair of features and explain that the ideas highlighted by the green arrows show the themes for this module today.
5	**Related Professional National Standards:** 3.4 Teachers participatory teaching and learning activities relevant and meaningful to learners and relate them to everyday lives by using real life stories, local examples and materials. **Higher levels of learning cannot be reached without first-hand experiences and active learning.** **Much learning in the SS syllabuses requires this approach.** **These sorts of learning experiences can be designed for a range of subjects and outcomes.**	Read through these themes for the module today and discuss briefly the Professional Standard.
6	**Page 12: How young children learn** Young children learn through doing things rather than by sitting and listening, and they learn through play, so activity and play must be the basis of teaching and learning. Teachers need to be facilitators of learning, arranging stimulating activities and resources, and engaging children in rich learning experiences. For effective learning to take place, these activities must be accompanied by talk. Teachers need to stimulate this talk and must 'model' (by example) good speaking and good listening. Children need to be encouraged to reflect upon their learning and to talk to others about what they are doing. This helps them make sense of new information.	Read this section for the Curriculum Framework .You have looked at it before in course 1 where you were learning about 'How children learn' so it should be familiar to teachers! Before you show the next slide, ask teachers to tell you which learning theories they can remember.
7	**There are two main theories of learning:** **Constructivist** When people learn, they need to make sense of new information (construct meaning) **Behaviourist** People learn by responding to a stimulus and getting a 'reward'. 	Here is a summary of the main learning theories. Can they remember the names of these theorists? If you can't - check back to course 1!

8	 **The Philosophical Approach** To achieve these aims, we need a curriculum that is based on an active, constructivist approach to learning, because the aims encompass more than the memorization of information, so learners must engage actively in their own learning, and cannot be passive recipients of knowledge. Learning will need to move beyond textbooks and teacher-directed lessons to the active engagement of learners in their own learning. If young people are to become lifelong learners, then they need to develop a love of learning as well as the skills and confidence to carry on learning by themselves. Therefore, independence within learning will need to be an important feature of the curriculum. If they are to appreciate their culture and heritage and become environmentally aware members of society, then learning will need to be practical and relate directly to learners' own lives.	Learning theories are described in the Curriculum Framework. Highlighted sections are particularly relevant to discussions today about first hand experiences and interactive learning. Ask teachers to match what they are reading here to what is presented in their background information for todays' module.
9	 	This slide summarises key features of 'ways of knowing' (Bloom) and 'Depth of Knowledge' (Webb) Can teachers remember how these work together?
10	 Knowing – Level 1 – Recall and reproduction: Recall of a fact, information or procedure Understanding – Level 2 – Application of skills and concepts: Use of information or conceptual knowledge – two or more steps Analysing, Synthesising – Level 3 – Strategic thinking: Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer Evaluating, Creating – Level 4 – Extended thinking: Requires an investigation, time to think and process multiple conditions of the problem.	Talk through this match of learning theories. Discuss different examples of activities that take us to level 4 and how they compare to level 1. How can a science lesson for example about magnetism be rooted in level 1 compared to level 4? **Activity 1** Ask teachers to reflect on their own learning this week. What activities have they done that have been particularly active and based on first hand experiences? Allow them some time to flick back through the course Workbook. Ask a few teachers to explain some of the activities completed during this course in relation to the different levels present on this slide.
11	 Time for a Break	Time for a break.

12	**Planning a Town** In this activity, learners are challenged to work in small groups to plan the design of a town. They are given some specific parameters and some guidance, but the activity promotes the use of all of their competencies. In the box below, design a town in which the area is divided up as follows: ½ = Houses ¼ = Parks & Gardens 1/8 = Shops 1/8 = Factories	Explain to teachers that this is an activity that has been designed to train teachers to understand the approaches in the new curriculum. **Activity 2** Ask them to work in pairs to complete the activity. As they work to plan the town, they should note down how the activity is interactive and how it is linked to their own experiences if living in a community.
13	**In what ways was this task:** Interactive? Practical? Thoughtful? Collaborative? Critical? Creative? What knowledge, understanding and skills have been developed?	After teachers have completed the task, ask a few teachers to share their plan. Then work in more detail to discuss how the activity allowed for these features of learning to be developed. Explain that this is an examples of a 'rich task' that has many learning outcomes.
14	**English Primary 5** / **Unit 1: Road Vehicles** **Learn about** Learners should read and listen to a range of fiction and non-fiction about road vehicles and work in groups to list the different types and their uses *(cars, motor cycles, trucks, vans, 4x4s, buses, taxis etc.)*. they should look at leaflets, booklets or advertisements for vehicles and see how they are described. They should make their own descriptions of vehicles they know. They should find out about elements of vehicle repair and the associated vocabulary *(puncture, repair, vehicle, mechanic, spanner, garage, engine, tyres, etc.)* and construct sentences using the given structures to discuss ways of repairing vehicles *e.g. using imperative verbs and commands, e.g. open the boot, check the tyres etc.* They should work in groups to discuss the benefits and disadvantages of road vehicles *(pollution etc.)* and make a presentation to the class. They should read some fiction that relates to vehicles and write their own stories. **Key inquiry questions** • What different sorts of vehicles are there? • What are they used for? • How can we describe different vehicles? • What are the advantages and disadvantages of road vehicles?	Read through this Primary English Syllabus unit – teachers can find it in their Background Information also. Talk together about how the 'learn About' section encourages a practical approach to learning.
15	**Learning outcomes** **Knowledge and understandings** • Comprehend the gist of a range of authentic passages in complex situation • Understand texts including some unfamiliar materials from which attitudes and emotions can be recognised • Understand a wide range of authentic texts in familiar contexts **Skills** • Take part in discussion giving and justifying ideas creatively and confidently • Produce formal and informal texts on familiar topics • Communicate ideas creatively and accurately in an appropriate style • Adapt sentence construction for different purposes and readers • Use punctuation appropriately to create effects • Use adverbs, adjectives, nouns prepositions and conjunction appropriately **Attitudes** • Communicate with confidence	**Activity 3** Ask teachers to plan an activity for one English lesson or even better, for a field trip, that could bring this learning to life. Discuss the importance of developing key vocabulary and making good use of the Key Inquiry Questions to guide learning. Ask teachers to work in small groups and to prepare a short presentation of the learning activity that they design.
16	**In what ways was your activity:** Interactive? Practical? Thoughtful? Collaborative? Critical? Creative? What knowledge, understanding and skills have been developed?	Take one or two of the activities designed by teachers and discuss it in more depth as you did for the Planning a Town activity. Reflect on the fact that 'Road Vehicles' is a topic that will be familiar to learners but that there are opportunities to find out about vehicles that they are not so familiar with, thus broadening their vocabulary.

17	Time for Lunch 	Time for lunch.
18	**Learning outcomes** **Knowledge and understanding**: • Investigate structure and composition of soil **Skills**: • Design fair tests to investigate the composition and structure of soil • Observe structure of soil • Draw what they see **Attitudes**: • Appreciate the importance of soil • Critical thinking	Here is another set of learning outcomes. Ask teachers to tell you which subject they think it is. And what year? Discuss how these learning outcomes will need an interactive approach.
19	**Science Primary 2** / **Unit 6: Soil** **Learn about**: Learners should know about the structure and composition of the soil in pairs or small groups by investigating samples of soils (clay, sandy, and loam). They should learn about the soil particles and observe them using hand lenses to compare colour, how it feels in between fingers and find the remains of organic matter which floats on water. They should visit and examine the sides of pits or channels and investigate how the particles are arranged in layers or mixed up. They should investigate settling in long glass tubes and observe, measure, talk about, and record by drawing. Through this they should learn about the structure of soil, identify the components, and recognize the process of soil structure formation. Children should talk about the activities that involve uses of soil such as farming and making pottery, and how clay is different from sand. They should learn about the value of the soil as an environment for small living things and roots, and that soil contains water and air **Key inquiry questions**: • How can we separate the basic types of soil in the locality? • What does a common soil contain? • How are the various particles arranged from top downwards? • How is it that soil in the walls of pits is in layers? • How is the soil important as an environment for living things? • How do different soils influence the plants that grow in them?	So it is Science P2! Read through the Learn About section and discuss the kinds of activities that are being promoted here. **Activity 4** Ask teachers to work in pairs to plan an activity that would allow for one of these learning outcomes to be realised. They should once again consider the Key Inquiry questions to help them. Show them the next slide also so that this time they are prepared to answer these questions about their activity.
20	**In what ways was your activity:** Interactive? Practical? Thoughtful? Collaborative? Critical? Creative? What knowledge, understanding and skills have been developed?	Go through these – relating back to the levels we looked at from Bloom and Webb.
21	**Activity 12** **Materials:** Plates of different sizes, beans, beads, marbles, small stones, maize etc. **Instructions: Work in groups.** 1. Lay out two plates of different sizes. 2. Pour in the beans, beads, marbles, small pebbles, or maize into the plates. a) Which holds more? b) Which hold less? c) How are you able to tell which holds more and which holds less? Maths P4	This is a page from a P2 Maths textbook. What kinds of learning are promoted?

22	 Activity 6.6 In pairs What you need Stones, bottle tops, pencil, rubber, ruler, basin of water, piece of paper, nails, wooden blocks, coins and keys in classroom. What to do 1) Put each of these objects in a basin of water. 2) Match what happens to the objects in the diagram below. Sinks Floats P1 Science	**Activity 5** This is a page from a P1 Science Textbook. If possible allow teachers the opportunity to do this floating and sinking activity. They should list key vocabulary as they work through the activity and consider how the practical nature of this task is particularly useful for younger learners.
23	Time for a break 	Time for a break.
24	**Course 2: Curriculum Expectations** **Learning Outcomes** • Understand the four competencies and why they are in the ECD and Primary curriculum • Design learning activities that will promote the competencies in a range of Learning Areas and subjects • Understand how the subject syllabuses have been planned to identify key learning each year, and provide progress form P1 to S4 • Understand the importance of the three cross-cutting issues and how these relate to the subjects • Understand the reason for and scope of school programmes • Promote a school programme within a school • Understand the layout and design of the South Sudan textbooks and Teacher Guides • Relate the textbooks to the syllabus units and learning outcomes • Design lessons that include use of textbooks • Design some activities that extend learning beyond the textbooks • Understand why first-hand experiences and active learning are important within the SS curriculum • Design some learning activities that involve first-hand experiences and active learning	Now it is time to prepare for the assessment task which teachers will carry out between this course and the next course. Allow teachers time to read through the assessment task in their Background Information. This slide summarises the learning outcomes for this course. Ask teachers which they have found the most interesting and the most challenging.
25	**Course 2 School-based Activity** Participants should **plan and implement learning activities** to promote student competencies in one or more subjects or Areas of Learning. The implementation could be in one lesson or in a series of lessons across a syllabus unit. They should plan the activities, specifying the learning outcomes sought, particularly in relation to the student competencies. They should explain how the planned activities relate to the learning theories. They should take account of what the challenges are in relation to implementation and what solutions can be developed. Where possible, participants should work with a colleague to observe the activity being implemented and discuss how it went.	Read through this description of the assessment task. Be clear that the assessment is in relation to the design of the activity rather than the outcome – although it is important for teachers to evidence that they have reflected on the outcome of the activity.
26	**Course 2 Assessment Requirements** After implementing the learning activity, the participant will submit a portfolio that contains the: • Explanation of the importance of the four competencies • Learning outcomes sought and how these relate to the student competencies • Learning activities planned to enable learners to meet these outcomes • Resources that will be needed • The relationship to the learning theories studied • The challenges anticipated and how these will be overcome There is no requirement to describe or evaluate the implementation in this portfolio. However, participants are welcome to include an account of the implementation and some reflection on its success.	Read through each expectation. Be clear that teachers should make clear links to what they have learnt during this course. Their workbook should help them!

27		Read through these descriptors, explaining the difference between distinction and credit especially.
28		**Activity 6** One final activity! Ask teachers to do this individually. Then ask teachers to share in pairs what they have written. Ask 4 teachers to share their 'Super 10 Power' sentences.
29		Thank teachers for their participation this week. If you can finish a little earlier today to accommodate individual questions about portfolios and assessment tasks, that might be useful. Explain that the next course will be about Teaching and Learning – exploring strategies to put into practice all that has been explored so far!

Distinction	The portfolio covers each of the requirements very effectively. The importance of student competencies is explained very clearly. Learning outcomes are clearly defined and very well related to the student competencies. The activities planned to enable learners to attain these outcomes are well explained. These are well related to the learning theory. Possible challenges are clearly identified and plausible solutions are put forward.
Credit	The portfolio covers each of the requirements appropriately. The importance of student competencies is explained adequately. Learning outcomes defined and related to the student competencies. Activities are planned to enable learners to attain these outcomes. The planned activities are related to the learning theory. Possible challenges are identified and solutions are put forward.
Re-submit	The portfolio does not cover the requirements appropriately. The importance of student competencies is not explained adequately Learning outcomes are not defined nor related to the student competencies. The activities are planned are not r elated to the learning theory, and are unlikely to enable learners to attain the outcomes. Possible challenges are not identified and solutions are not put forward.

Final Activity

Write a sentence no longer than 10 words that summarises what you feel has been the most important thing you have learnt this week.

End of Course 2
The next course is about Teaching and Learning

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