CPD QTS MATERIALS

Tutor's Handbook

Part Time In-Service QTS Programme
Professional Studies

Course 6: Learning Areas & Subjects (2)

(5 days, 1 Credit)

South Sudan

Contents

Resources

For course 6, it is essential to have Subject Overview Documents for teachers to share with a ratio of no more than 1 between 3. The modules across course 6 focus on the content of subject overviews and details of each subject.

It is also essential to have a range of textbooks available, for all subject across the week.

Approach

For courses 5 and 6, teachers will be studying in detail the contents of the syllabus and related textbooks. It is likely that they will be working independently or in small groups for more extended periods of time compared to the shorter group activities in previous courses. During these longer tasks the role of the tutor is to monitor, encourage and evaluate progress. This can be done in a number of ways and include:

- Observing work in progress and pausing the whole group to comment on common strands of challenge and progress.
- Asking individual teachers to explain to you what they are doing and why they are doing it
- Asking individual teachers to summarise what they are finding challenging.
- Engaging in a conversation with 2 or 3 teachers to explore progress.
- Engaging in a conversation with 2 or 3 teachers to explore how they think they will be able to put in to practice what they are learning.
- Pausing the whole group to explain or demonstrate what you have learnt from conversations with teachers.
- Pausing the whole group to allow a few teachers to share what they have learnt so far.
- Pausing the whole group to invite a few teachers to pose questions to the rest of the group.
- Help teachers stay on track with their task by providing useful reminders of the time and how long they have left to complete the task.
- Writing on a flipchart or poster to list common questions and key phrases to summarise learning across the session.

Course 6: Learning Areas and Subjects (2)

- Understand the key approaches and requirements of the teaching and learning of Mathematics
- Be able to design learning activities for Maths
- Understand the key approaches and requirements of the teaching and learning of Science
- Be able to design learning activities for Science
- Understand the key approaches and requirements of the teaching and learning of Social Studies
- Be able to design learning activities for Social Studies
- Understand the key approaches and requirements of the teaching and learning of The Arts
- Understand the key approaches and requirements of the teaching and learning of PE
- Be able to design learning activities for each subject
- Be familiar with the textbooks for each subject

Course 6 School-based Activity

Plan, implement and evaluate a series of learning activities that take learning beyond the textbooks for one subject from Course 6. Participants my chose any unit from a subject covered on the course. The activities planned should enhance those a unit of a textbook but involve extra activities that are not in the textbook.

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

Course 6 Assessment Requirements

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

- Learning outcomes sought and how these relate to the subject
- Learning activities planned to enable learners to meet these outcomes
- How the activities relate to the textbook
- Resources that will be needed
- The relationship to the learning theories studied
- The challenges anticipated and how these will be overcome
- An evaluation of the activities in terms of how well the learning outcomes were achieved.

Course 6 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, and has analysed the outcomes.

Distinction
The portfolio covers each of the requirements very effectively. Learning outcomes in terms of the subject are clearly defined and the activities planned to enable learners to attain these outcomes are well explained. Possible challenges are clearly identified and solutions are put forward. The evaluation explains clearly the participation of learners, problems encountered and the solutions found. The effectiveness of the activities is evaluated clearly and effectively in terms of attaining the learning outcomes.

Credit
The portfolio covers each of the requirements very effectively. Learning outcomes in terms of the subject are clearly defined and the activities planned to enable learners to attain these outcomes are well explained. Possible challenges are clearly identified and solutions are put forward. The evaluation explains clearly the participation of learners, problems encountered and the solutions found. The effectiveness of the activities is evaluated clearly and effectively in terms of attaining the learning outcomes.

Re-submit
The portfolio does not cover the requirements. Learning outcomes are not defined sufficiently clearly, and activities are not planned to enable learners to attain these outcomes. There is little attempt to relate these activities to the learning theory. Possible challenges are not identified and solutions not put forward. The evaluation is not effective in mentioning the participation of learners, problems encountered and any solutions found. Little attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes.

Module 1: Maths

This module explores the expectations and required teaching approaches of Mathematics.

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Learning Outcomes:

By the end of the module, teachers will:

- Understand the key approaches and requirements of the teaching and learning of Mathematics
- Be familiar with the textbooks for the subject
- Be able to design learning activities for Maths

Key Concepts
Maths has five strands and progress in each is set out in the Subject Overviews.
The progress set out in the Subject Overviews relates to the syllabus units and the textbooks.

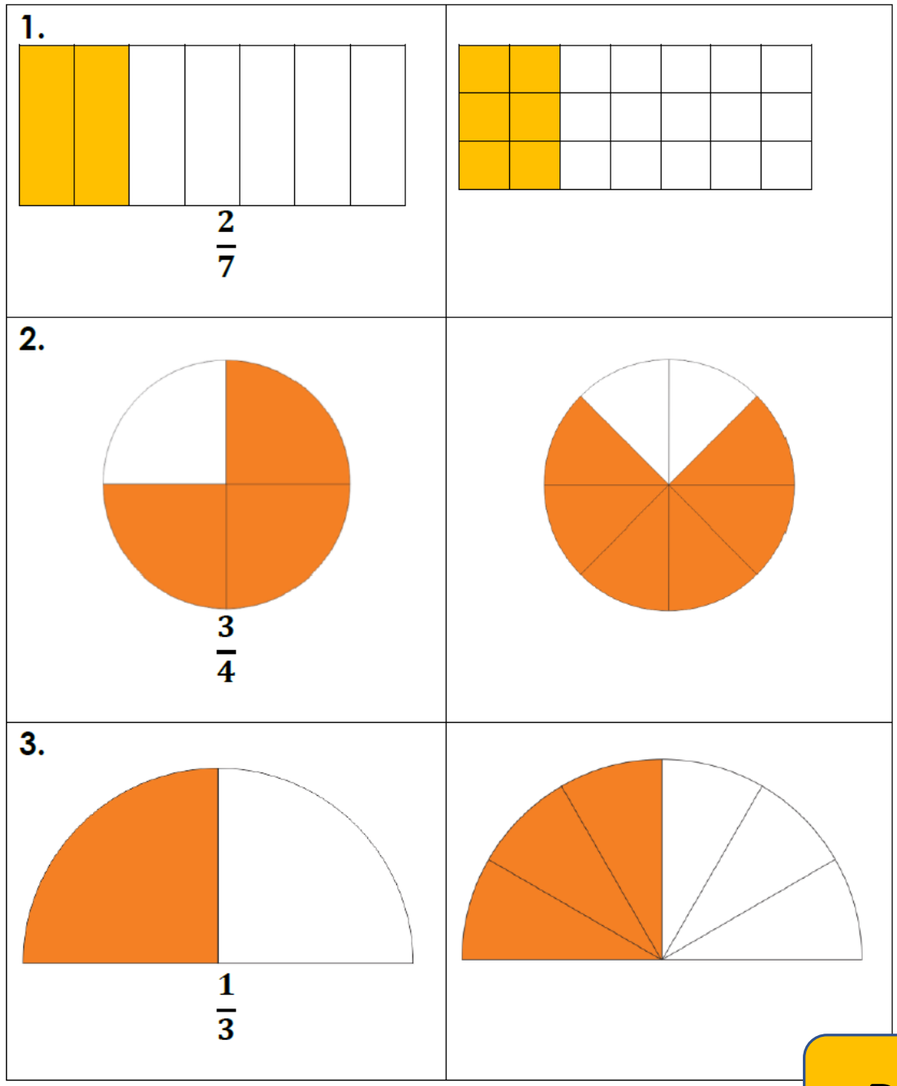
Outline

Session	Content
1	• *Activity 1 – Work in groups of 6 to 8 to create a game or rhyme based on this photograph that could help learners develop their mathematics. Write down the rhyme or describe the game here, explaining what aspects of maths are being developed.*
2	• *Activity 2 – Prepare a presentation for the rest of the whole group which illustrates how the strand you have been allocated is developed across textbooks. Maybe you would like to include a quiz?*
3	• *Activity 3 – Work in pairs to look at these photographs. How could these be used to help learners develop their maths skills?* • *Activity 4 – Work independently to create 8 questions for these images that could span P1 to P8.*
4	• *Activity 5 – Choose one of these two examples and develop 4 related activities that are 'beyond the textbook'. Use the related syllabus unit to check that learning outcomes are clearly reflected.*

Activity 4

Work in pairs.

What are the equivalent fractions shown in the pictures?



P3

6.4 Commission

This is an earning based on percentage of total sales.

Example 5.

1. Joy is paid on commission basis. She is given 5% for every sale she makes. If she sold goods worth 10000 South Sudanese Pounds, how much was she paid?

   $$\text{Commission paid} = \frac{5}{100} \times 10000$$
   $$= 500 \text{ South Sudanese Pounds.}$$

2. David is paid a salary of 10000South Sudanese Pounds and a 2% commission for every sale he makes. Last month he made a sale of 30000 South Sudanese Pounds, how much was he paid in total?

   Commission = 2/100 x 30000
   = 600
   Total salary = 10000 + 600
   = 10600 South Sudanese Pounds.

Activity 5

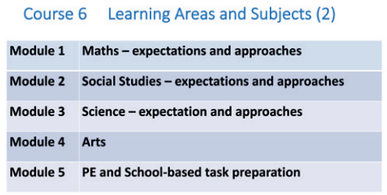
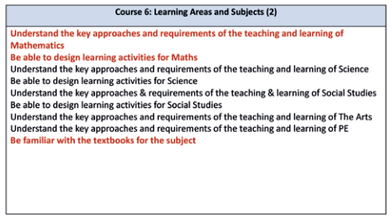
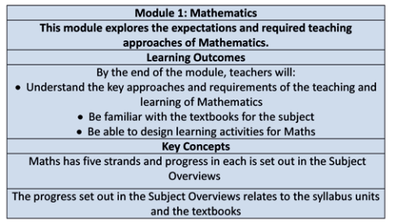
Work in pairs

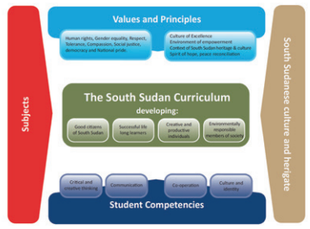
1. A store pays 5% commission to its employees for each sale made. Last month their salespersons sold items as follows:
   Sales person A = 20000 South Sudanese Pounds
   Sales person B = 15000 South Sudanese Pounds
   Sales person C = 35000 South Sudanese Pounds
   Sales person D = 55000 South Sudanese Pounds
   How much was each sales person paid?

2. A sales person is paid 30000 South Sudanese Pounds every end month and a commission of 5% for every sale made. This month he made a sale of 40000 South Sudanese Pounds, how much money will he be paid in total?

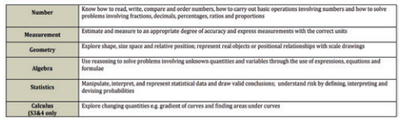
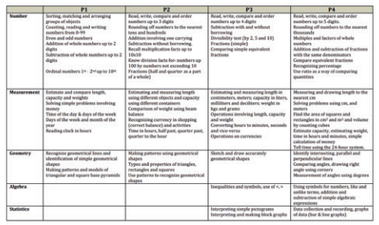
P7

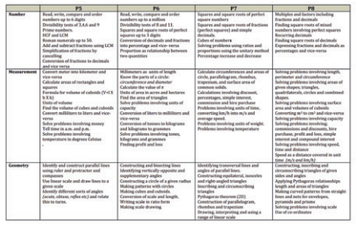
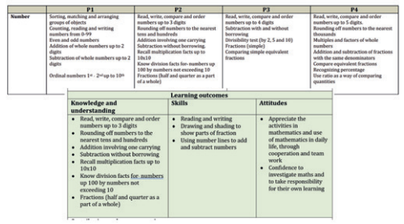
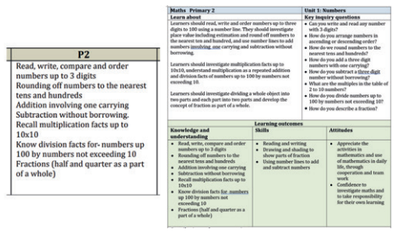
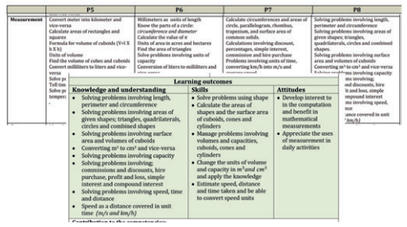
Presenting the Slides – Script

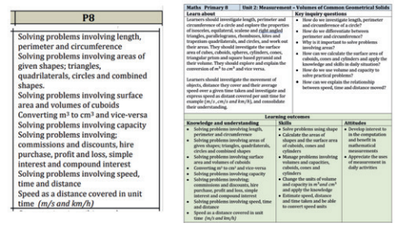
		Session 1
1		Welcome teachers as they arrive and suggest they talk about what maths has been involved in their day so far!
2		Read through the different modules for this week. Explain that we are working to improve subject knowledge in each of these areas.
3		Summarise the key learning areas for the week and the ones for today.
4		Read through the learning outcomes and key concepts. Explain that modules for the rest of the week will follow a similar pattern.

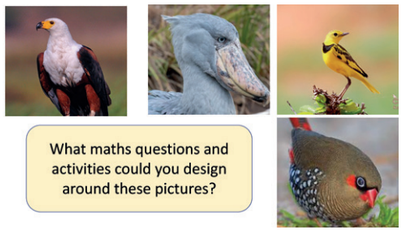
5		A reminder of the Profession Standards. Standards 2 is the focus for this module but f course it links into to all of the other standards. Discuss briefly some of the relationships between standard 2 and the other standards.
6		A reminder that leaning in the subject of mathematics is supported by the development of students' competencies etc. as explained in the curriculum framework.
7	**Course 6 School-based Activity** **Plan, implement and evaluate** a series of learning activities that take learning beyond the textbooks for one subject from Course 6. Participants my chose any unit from a subject covered on the course. The activities planned should enhance those a unit of a textbook but involve extra activities that are not in the textbook. Where possible, participants should work with a colleague to observe the activity being implemented and discuss how it went. **Course 6 Assessment Requirements** After implementing the learning activity, the participant will submit a portfolio that contains the: • Learning outcomes sought and how these relate to the subject • Learning activities planned to enable learners to meet these outcomes • How the activities relate to the textbook • Resources that will be needed • The relationship to the learning theories studied • The challenges anticipated and how these will be overcome • An evaluation of the activities in terms of how well the learning outcomes were achieved.	Give teachers a few minutes to read through the School-based Activity in the Background Information. They should consider this task as they work though the modules this week so that they can gather ideas.
8	 Mathematics is a logical subject which deals with numbers and symbols and their relationships expressed in rules. It is reflected in all subjects and particularly sciences. Mathematics equips learners with knowledge, skills and attitude in computation, constructions and model-making, enabling them to contribute to rapid technological growth and socio-economical development through their confidence in problem solving in real life situations.	Read this together which is taken from the introductory pages to the subject over-view. Focus on the purpose of maths and the need for learners to develop confidence in applying maths in real life situations to solve problems.

9		What is happening in this picture? What maths could be involved? **Activity 1** Ask teachers to work in groups of 6 to 8 to create a game or rhyme based on this photograph that could help learners develop their mathematics. Each group should present their game or rhyme to the rest of the group before the break. Other teachers should comment on what aspects of maths are being developed through the activity.
10		Time for a break.

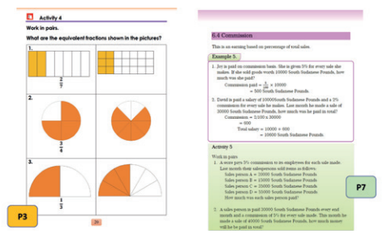
		Session 2
11		These are the Four strands of maths. They work in the same way that strand in English and other subjects work. They are not taught in isolation but woven throughout the curriculum in different contexts.
12	 P1 P2 P3 P4 Number Sorting, matching and arranging groups of objects Counting, reading and writing numbers from 0-99 Even and odd numbers Ordering 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 with one borrowing Recall multiplication facts up to 10x10 Division related 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 4-digits Subtraction with and without borrowing Divisibility test (by 2, 5 and 10) Fractions: halves 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 Addition and subtraction of fractions with the same denominators Compare equivalent fractions Recognizing percentage Ratio: as a way of comparing quantities Measurement Estimate and compare length, capacity and weights Solving simple problems involving money Days of the day & 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 balances) and activities Time in hours, half past, quarter past, quarter to the hour Estimating and measuring length in centimeters, meters; capacity in liters, milliliters and decliters; weight in kgs and grams Word problems 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 meter Find the area of squares and rectangles in cm² and m² and volume by counting cubes Estimate capacity, estimating weight, time in hours and minutes, simple word problems involving Tell time using the 24-hour system Geometry Recognize geometrical lines and identification of simple geometrical shapes Simple patterns and models of triangular and square base pyramids Making patterns using geometrical shapes Types and properties of triangles, quadrilaterals and circles Use patterns to recognize geometrical shapes Sketch and draw accurately geometrical shapes Identify intersecting, parallel and perpendicular lines Comparing angles, drawing right angles and triangles 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)	These are the expectations for maths in P1 to P4. Ask teachers to read through them in the Syllabus Overview and remind them that each statement is describing what learners should be working towards so that they can reach these learning outcomes by the end of the year.

13		P5 to P8 expectations.
14		This is a reminder of the what the learning outcomes are developed. Can teachers work out which year these learning outcomes are taken from?
15		P2! Read these carefully to help teachers understanding the links.
16		Another challenge. What year group are these learning outcomes reflecting?

17		P8 this time. Look for the connections.
18		Here we have a reminder of the way subject strands develop across and throughout year groups. **Activity 2** Divide the whole group into 5 groups, allocating each group one of the 5 strands. (We will not look at Calculation because it is only for Secondar Learners). Ask each group to prepare a presentation for the rest of the whole group which illustrates how each strand is developed across textbooks. Suggest that teachers might like to incorporate a quiz into their presentation or that they make it interactive in some other way.
19		Time for a lunch.

		Session 3
20		Hopefully teachers will remember this image from course 5 where we considered that reading is everywhere! And of course….so is maths!! Ask teachers to talk briefly about where they have come into contact with maths over the last few days. It is helpful to remind them of the strands and units of measurement. (for time, distance weight, costs, speed etc.)
21	5 little ducks went swimming one day, over the hills and far away, mother duck said 'quack, quack, quack, quack,' and 4 little ducks came swimming back. 	Teachers should remember this also! We looked at this with a focus on language, but of course it is excellent in developing maths also. Which year group would this suit? Look at the syllabus expectations.
22		**Activity 3** Ask teachers to work in pairs to look at these photographs. How could these be used to help learners develop their maths skills. After 10 to 15 minutes, ask 4 pairs of teachers to share their ideas.
23		**Activity 4** These photos have a different theme. The birds all had two legs, but here we have a number of different elements including different numbers of wheels! Ask teachers to work independently this time to create 8 questions for these images that could span P1 to P8. They might to refer to bloom questions and types of questioning from earlier modules to help. After 10 minutes ask for 2 examples for each year group. Encourage teachers to write down ideas as this is a task that could be conducted back in classrooms.

24		Time for a break.

		Session 4
25		A reminder of the strands and that the build in complexity and difficulty as each year progresses. If you are able to access the internet, you can ask teachers to use 'google image' to help find lots of data and statistics in real life situations. Try titles such as 'data about transport', 'Data about animals', 'statistics about population' etc.
26		A reminder that we are always looking to enhance and supplement textbooks with real life examples and opportunities to apply what has been learnt.
27		**Activity 5** Ask teachers to choose one of these two examples and to develop 4 related activities that are 'beyond the textbook'. Use the related syllabus unit to check that learning outcomes are clearly reflected.

28	**End of the Day.** **Thank you!** Tomorrow: Module 2 Social Studies . 	Thank teachers for their attention today and ask them to pay attention to their time between now and tomorrow morning…what aspects of Social Studies do they come across?

Module 2:
Social Studies

This module explores the expectations and required teaching approaches of Social Studies.

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This module explores the expectations and required teaching approaches of Social Studies.

Learning Outcomes:

By the end of the module, teachers will:

- Understand the key approaches and requirements of the teaching and learning of Social Studies
- Be familiar with the textbooks for the subject
- Be able to design learning activities for Social Studies

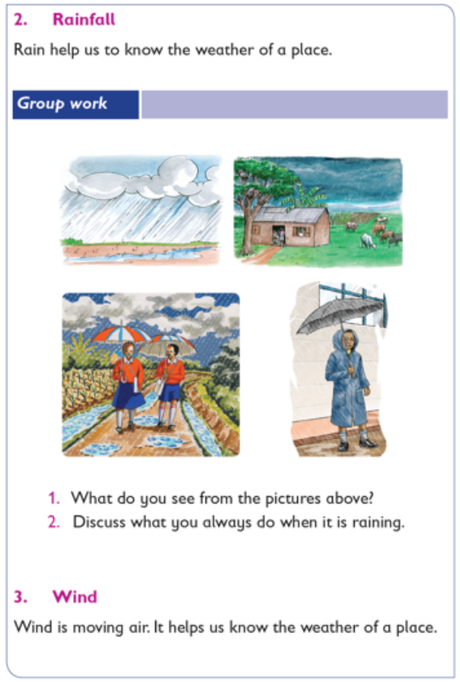
Key Concepts
Social Studies has four strands and progress in each is set out in the Subject Overviews.
The progress set out in the Subject Overviews relates to the syllabus units and the textbooks.

Outline

Session	Content
1	• *Activity 1 – Design an activity for one particular year group for the History Strand – keep it secret! Then present it to other teachers for them to work out which year it is for.*
2	• *Activity 2 – Prepare a presentation to describe one strand in more detail. Consider making your presentation interactive.*
3	• *Activity 3 – Find some good examples of where cross-cutting issues are integrated into the textbooks.*
4	• *Activity 4 – Design an advert for a teacher to lead Social Studies in a Primary School. The advert should address issues such as why Social Studies is so important and a description of the main features of the subject content and approach also.*

Background information

History How the past has produced the present		Learners explore the past of their locality and the wider world. They find out some of the key events and people who have shed our history. They recognize the impact of the past on the present. They learn to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied. They use a range of primary sources where possible to carry out their own investigations and evaluate interpretations made by others.
Geography How we live in the world around us	Physical	Learners explore the physical world around them and recognize the impact this has on the way we live. They find out about different ways in which communities are linked and depend on each other. They carry out field-work, and collect record and present evidence. They analyse evidence and draw conclusions. They use, make and interpret maps at different scales. Learners recognise the possible impact of climate change and appreciate the need for sustainability.
	Human economic and environmental	
	Map skills	
Citizenship How we live together in society	Civics	Learners should know about some of the methods and institutions that enable communities to organise themselves and make decisions They should recognize the patterns in communities, cultures and places, and how these have changed and developed over time. They should take part in community projects and learn first-hand how communities are run, and how decisions are made Citizenship is more than a statutory subject. Its skills and values will enhance democratic life for us all, both rights and responsibilities , beginning in school, and radiating out.
	Advocacy	
	Active citizenship	
Peace Education and Human Rights How we can live peaceably together		Learners should find out about the strategies that are used to promote peace and harmony. They should know about different sorts of rights such as Constitutional and Human rights. They should be aware of the importance of HIV/AIDS and STIs and the need to promote gender equality. They should build their own skills of peaceful living and conflict resolution and be committed to peace and reconciliation.



2. Rainfall

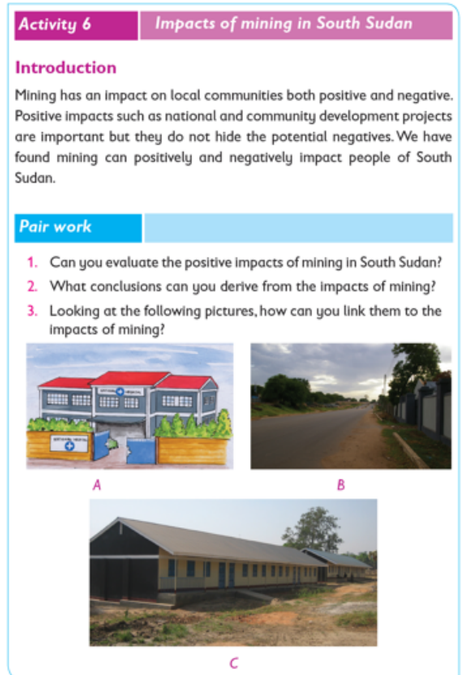
Rain help us to know the weather of a place.

Group work

1. What do you see from the pictures above?
2. Discuss what you always do when it is raining.

3. Wind

Wind is moving air. It helps us know the weather of a place.



Activity 6 *Impacts of mining in South Sudan*

Introduction

Mining has an impact on local communities both positive and negative. Positive impacts such as national and community development projects are important but they do not hide the potential negatives. We have found mining can positively and negatively impact people of South Sudan.

Pair work

1. Can you evaluate the positive impacts of mining in South Sudan?
2. What conclusions can you derive from the impacts of mining?
3. Looking at the following pictures, how can you link them to the impacts of mining?

A

B

C

Look at the following picture.

Pair work

Tell your friend what you see in the picture above.

Class activity

Go outside the classroom.

Observe the things around your school.

Tell your teacher what you can see around your school.

Learning point

The things that are around us are called **physical features**.

They can be stones, trees, buildings, farms or posts.

Pair work

1. Decision making is a very important life skill in our life. Give reasons.
2. Have you ever been in a situation were you were unable to make a decision? If yes share with your friend.
3. What decision did you make?

Individual work

Explore the different steps needed in the decision making.

Activity 6 *Debate*

A debate setting arrangement.

Steps for effective debate

1. Introduce the topic to debate on

All debates start with a *topic*, or an issue. Often, this issue is a proposed course of action that one team will argue for and another will argue against. Choose a topic to which learners can relate and perhaps one with practical application.

SUSTAINABLE DEVELOPMENT GOALS

"The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate change, environmental degradation, peace and justice. The 17 Goals are all interconnected, and in order to leave no one behind, it is important that we achieve them all by 2030".

The 17 Global Goals

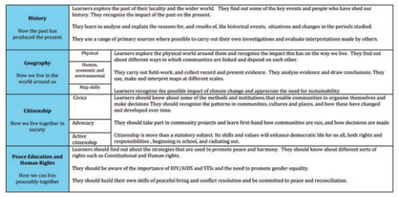
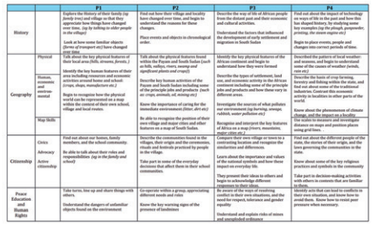
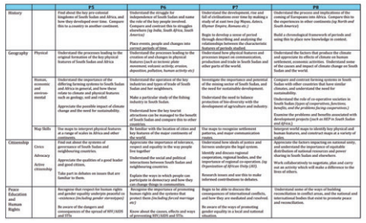
1. **No Poverty:** Access to basic human needs of health, education, sanitation
2. **Zero Hunger:** Providing food and humanitarian relief, establishing sustainable food production
3. **Good Health and Wellbeing:** Better, more accessible health systems to increase life-expectancy
4. **Quality Education:** Inclusive education to enable upward social mobility and end poverty
5. **Gender Equality:** Education regardless of gender, advancement of equality laws, fairer representation of women
6. **Clean Water and Sanitation:** Improving access for billions of people who lack these basic facilities
7. **Affordable and Clean Energy:** Access to renewable, safe and widely available energy sources for all
8. **Decent Work and Economic Growth:** Creating jobs for all to improve living standards, providing sustainable economic growth
9. **Industry, Innovation and Infrastructure:** Generating employment and income through innovation
10. **Reduced Inequalities:** Reducing income and other inequalities, within and between countries
11. **Sustainable Cities and Communities:** Making cities safe, inclusive, resilient and sustainable
12. **Responsible Consumption and Production:** Reversing current consumption trends and promoting a more sustainable future
13. **Climate Action:** Regulating and reducing emissions and promoting renewable energy
14. **Life Below Water:** Conservation, promoting marine diversity and regulating fishing practices
15. **Life on Land:** Reversing man-made deforestation and desertification to sustain all life on earth
16. **Peace, Justice and Strong Institutions:** Inclusive societies, strong institutions and equal access to justice
17. **Partnerships for the Goals:** Revitalize strong global partnerships for sustainable development

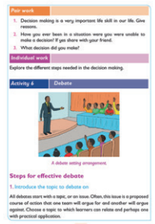
This is a really useful film if you are able to access the internet.

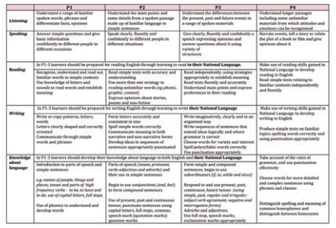
Take Action for the Sustainable Development Goals - United Nations Sustainable Development (www.un.org/sustainabledevelopment/sustainable-development-goals)

Presenting the Slides – Script

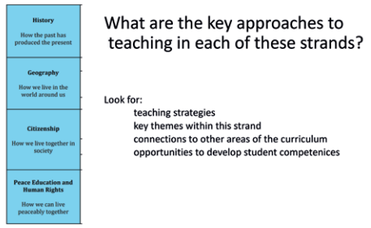
		Session 1
1	Welcome to Course 6 Module 2 **Social Studies – Expectations and approaches**	Welcome teachers as they arrive and ask about their journey to this training event.
2	**Course 5: Learning Areas and Subjects (2)** **Module 2: Social Studies** This module explores the expectations and required teaching approaches of Social Studies. **Learning Outcomes** *By the end of the module, teachers will:* Understand the key approaches and requirements of the teaching and learning of Social Studies Be familiar with the textbooks for the subject Be able to design learning activities for Social Studies **Key Concepts** Social Studies has four strands and progress in each is set out in the Subject Overviews The progress set out in the Subject Overviews relates to the syllabus units and the textbooks	Go through the learning outcomes for today. Explain that a feature of our work today will be how learning in social studies once again benefits from an integrated approach.
3	 What 'Social Studies' can you see here?	We used this picture yesterday in maths. What opportunities are there here to talk about different aspects of learning in Social Studies? Give teachers a few minutes to talk in pairs about this and then have a short general discussion.
4	**Social Studies** **Aims** Social Studies 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 **Rationale** Social Studies aims to help learners develop the skills and knowledge that enable them to comprehend ideas and think critically and logically about themselves, their families, communities, the nation and global communities. It encourages them to become active and responsible citizens. It also helps to develop understanding about cultural heritage, and the social political, physical, environmental and economic features of different communities. It develops a culture of understanding, mutual respect and value of human dignity. The knowledge, understanding, skills, values and attitudes acquired from social studies help the learners to understand life styles and culture of their people both within their own country and global communities for peaceful co-existence and development. **Social Studies with the Framework** Social Studies 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 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 Social Studies** Social Studies is an integrated subject, but its four strands should enable older learners to move smoothly into the study of separate history, geography or civics in S3 should they opt to do so. Although the requirements are set out in separate strands in this overview, the teaching and learning can be thematic. There are clear connections at each grade between the requirements across the strands. These are brought out in the Units of Study. Making these connections well enable learners to gain a better understanding. Setting them out separately in this document will help ensure that essential learning is not missed. The subject should be learned wherever possible through first hand experiences that are rooted in learners' own locality and experience. It should give confident learners to understand the world beyond their own homes and their own country. Social Studies is best learned through a variety of methods and materials including field studies, books, documents, photographs, oral accounts, databases and other electronic sources where possible. Learners should be given opportunities to survey and analyse a wide range of sources and learn to form to form their own opinions and draw their own conclusions. Opportunities should be provided for learners to communicate their knowledge and understanding in a range of ways. They should be able to discuss their work and other people in this subject domain and become familiar with the standard theories and interpretations.	Give teachers some time to read through the introduction to Social Studies in the syllabus overview. Ask them which aspect of teaching social studies they feel the most comfortable about.

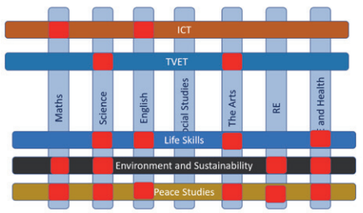
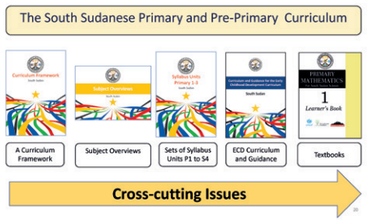
5		Here are the strands. Remind teachers that each of these strands divides up into individual subjects at Secondary Level, but that they benefit from being integrated at Primary Level.
6		Give teachers some time to read through these expectations. Ask theme how closely their teaching matches these expectations currently.
7		Draw attention here to what is expected in P8 – the stepping stone to secondary education.
8	 	Look carefully at these textbook pages. Which year do teachers think they are from? They should use the syllabus overview to help them. The answer is that the left example is P4 and the right example if P7.

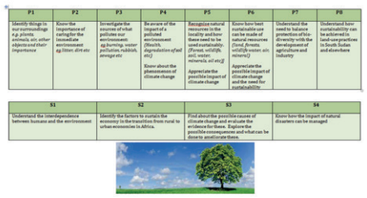
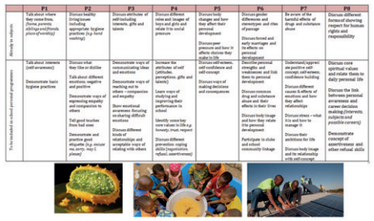
9	 	Give teachers time again to consider which year these pages are taken from. The answer is that the one on the left is P1 and the one on the right is P5. Can teachers match expected learning outcomes up to this?
10	Design an activity associated with the **History Strand.** Pay attention to the Subject Expectations. Can other teachers work our which year you are aiming for?	**Activity 1** Ask teachers to take the strand of History which has not been explored so much in the textbook examples. Ask them to design an activity for one particular year group – keep it secret! Then present it to other teachers for them to work out which year it is for.
11		Time for a break.

		Session 2
12		Let's take a more detailed look at the strands. Give teachers time to read these in their background information or within the syllabus. Briefly discuss, what is the same and what is different about each of the strands?

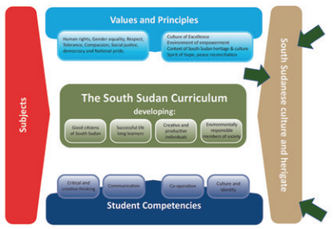
13		Ask teachers which strand this photograph could represent. Discuss that it is likely to feature in Geography, but that is has string connections to the other strands also. Ask teachers to explain why.
14		Which strand do teachers think is represented here? It could be the agriculture element within Geography but it could also be citizenship. Discuss again these connections and the importance of sharing that with learners.
15		What about this map? Could it be a history aid? Discuss as above.
16		This is a picture of a basketball coach. What does basketball have to do with Social Studies? Isn't it PE? Explore and discuss this. (The connections to Social Studies could be community activity, the history of sport or the way that sport is often used to develop peaceful coexistence).

17		**Activity 2** Having thought about the connections between strands, ask teachers to think more deeply about individual strands. Divide the whole group up into 4 groups – one for each strand. Ask them to prepare a 5-minute presentation to answer this question. Encourage them to make their presentation interactive. This could involve designing a quiz. Allow enough time for each group to present their work – but be strict about timing so that all groups can share.
18		Time for a lunch.

		Session 3
19		This is a reminder that cross-cutting issues are integrated throughout all subjects, but that they are particularly enhanced in Social Studies. Discuss why this is.
20		A reminder that cross-cutting issues thread throughout.

21	**Cross-cutting Issue: Environment and sustainability** 	Give teachers some time to review the details of cross-cutting issues presented in the syllabus overviews.
22		As above.
23	**Cross-cutting Issue: Peace Education** 	As above.
24	Look through the textbooks to find examples of where **cross-cutting issues** are incorporated into activities. 	**Activity 3** Ask teachers to work in pairs to find some good examples of where cross-cutting issues are integrated into the textbooks. They should share with ideas with other pairs of teachers.

25		Time for a break.

		Session 4
26		Remind teachers about the Sustainable Development goals and what this picture represents. Give teachers a few minutes to recap on the SDGs by looking through the Background Info. It is important to emphasise that 'Quality Education' is one goal but that through quality education, it is likely that all the other goals can be achieved! Ask teachers to discuss why this is the case for a few minutes. The main thing is that if young people are educated citizens, they are much more likely to make choices that are in support of sustaining a peaceful, prosperous and environmentally friendly world.
27		This is a reminder that an important aspect of the curriculum framework is that it is rooted in the South Sudanese culture and heritage. Discuss briefly how Social Studies is a useful part of the curriculum for this to be promoted.

28		This is a summary of some of the various aspects of Social Studies. Ask teachers which key words they think are important for the subject.
29	**Write an advert for a Social Studies lead teacher for a Primary School.**	**Activity 4** Ask teachers to work in pairs or on their own to design an advert for a teacher to lead Social Studies in a Primary School. The advert should address issues such as why Social Studies is so important and a description of the main features of the subject content and approach also.
30	*Thank you!* Tomorrow: Module 3. Science – Expectations and approaches 	Thank teachers for their questions today.

Module 3:
Science

This module explores the expectations and required teaching approaches of Science.

Module 3: Science

This module explores the expectations and required teaching approaches of Science.

Learning Outcomes

By the end of the module, teachers will:

- Understand the key approaches and requirements of the teaching and learning of Science
- Be familiar with the textbooks for the subject
- Be able to design learning activities for Science

Key Concepts
Science has three strands and progress in each is set out in the Subject Overviews.
The progress set out in the Subject Overviews relates to the syllabus units and the textbooks.
A Scientific approach is developed through all strands and across all years.

Outline

Session	Content
1	• *Activity 1 – Create 3 simple diagrams to show the progression through a theme within a strand. Consider how scientific approaches might be developed also.*
2	• *Activity 2 – Choose a different strand and to identify a theme within it. Repeat activity 1. These two activities are designed to improve an understanding of the progression through strands in science and to develop scientific vocabulary.* • *Activity 3 – Turn your attention to the textbooks and track a strand through the textbooks. Focus on how new activities build on what has been learnt before.*
3	• *Activity 4 – Create a symbol for each aspect of the 7 scientific approaches promoted in the Science Syllabus.*
4	• *Activity 5 – Find two activities around one theme in a textbook and then suggest 2 additional activities to embed learning. Don't forget about including the scientific approach!*

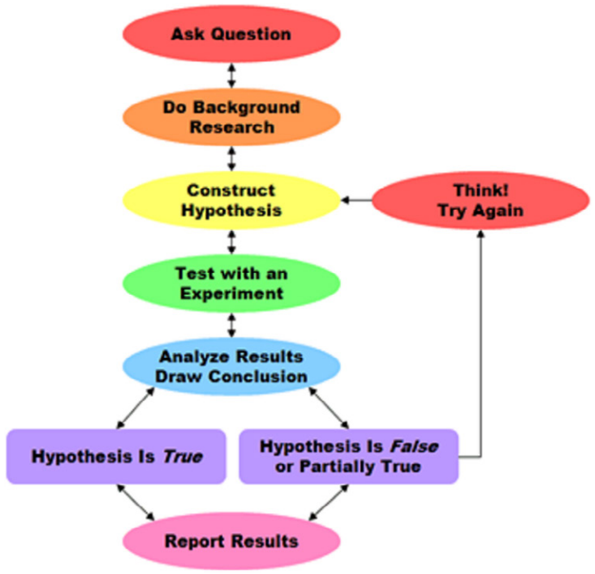
Background information

Living things and life processes	Learners learn about the variety of plants and animals, including humans, which inhabit our planet and the processes which enable them to remain alive. They also learn about the interrelationships between living things and the environment.
Materials and their properties	Learners learn about the materials which make up everything in our world, the composition and the properties of these materials. Furthermore they learn how we make use of this knowledge.
Physical processes	Learners learn about the processes resulting from the effect of energy on matter. These processes relate to mechanics, heat, light, other radiation, sound, electricity, magnetism and atomic structure.

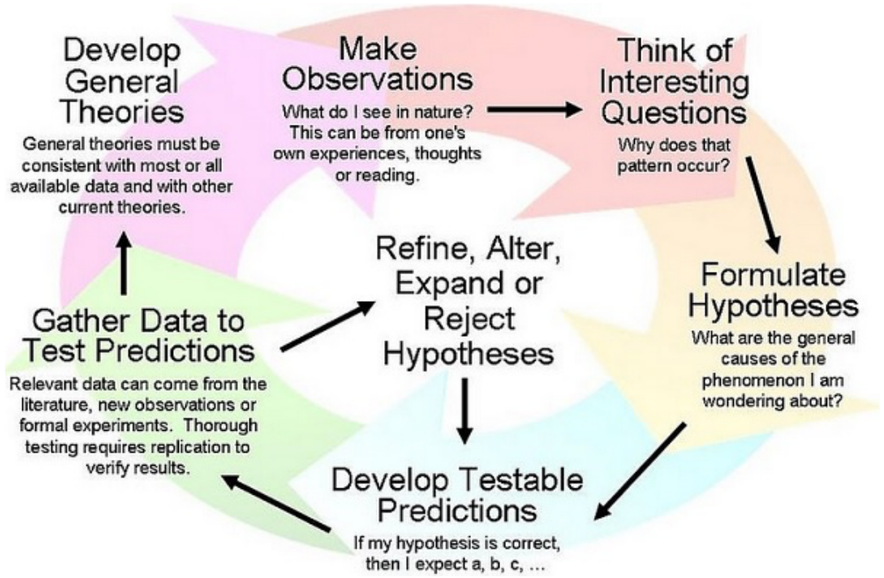
In all strands, learners should be developing a scientific approach by:

- Asking questions that can be investigated scientifically, and deciding how to find answers
- Considering what sources of information they will use to answer questions, including first--hand experience and a range of other sources
- Forming hypotheses and thinking about what might happen
- Planning and carrying out investigations, trying out possible approaches and deciding what evidence to collect and what sort of equipment or materials to use
- Making a fair test or comparison by changing one factor and observing or measuring the effect whilst keeping other factors the same
- Making systematic measurements and observations
- Checking measurements and observations by repeating them where appropriate

Scientific Method



The Scientific Method as on Ongoing Process



Enquiry Approaches

Comparative / fair testing
Changing one variable to see its effect on another, whilst keeping all others the same.

Research
Using secondary sources of information to answer scientific questions.

Observation over time
Observing changes that occur over a period of time ranging from minutes to months.

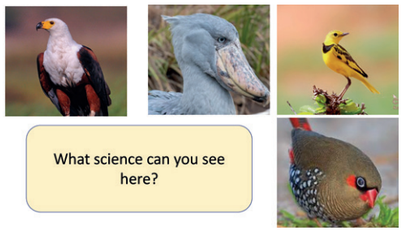
Pattern-seeking
Identifying patterns and looking for relationships in enquiries where variables are difficult to control.

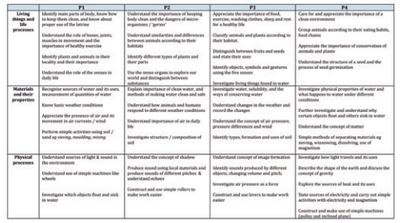
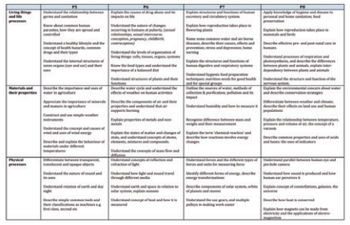
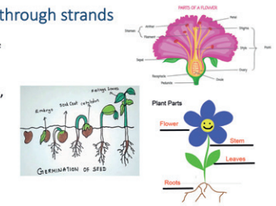
Identifying, grouping and classifying
Making observations to name, sort and organise items.

Problem-solving
Applying prior scientific knowledge to find answers to problems.

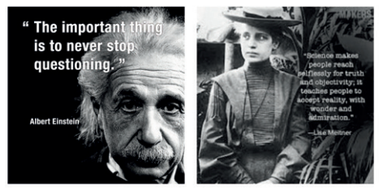
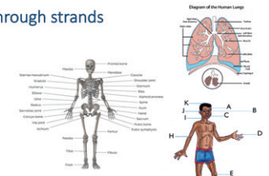
Tutor Course Notes

Presenting the Slides – Script

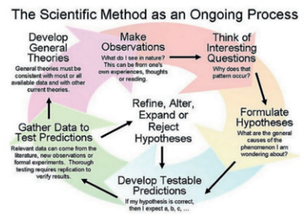
		Session 1
1	Welcome! Course 6: Learning Areas and Subjects (2) Module 3: Science – expectations and approaches	Welcome teachers as they arrive and ask if they like teaching science.
2	**Course 5: Learning Areas and Subjects (2)** **Module 3: Science** This module explores the expectations and required teaching approaches of Science. **Learning Outcomes** *By the end of the module, teachers will:* Understand the key approaches and requirements of the teaching and learning of Science Be familiar with the textbooks for the subject Be able to design learning activities for Science **Key Concepts** Science has three strands and progress in each is set out in the Subject Overviews The progress set out in the Subject Overviews relates to the syllabus units and the textbooks A Scientific approach is developed through all strands and across all years	Read through the learning outcomes for today.
3	 What science can you see here?	We have used these pictures before to help us with our maths. What science is there here also? Have a general discussion about this and make the important point that maths and science are very closely linked. STEM – Science, Technology, Engineering and Maths are often grouped.
4	Science **Rationale** Science is relevant to the life of every human being. The context, content and the teaching and learning of Science should enable the learner to keep up with the fast pace of technological change in the global world. Scientific methods provide tools and skills for discovery and problem solving as well as enhancing motivation. Science provides utilitarian skills and attitude for coping with the current and future challenges. It must enable the learner to make good use of natural resources and guard against environmental damage and destruction. Most importantly for the Republic of South Sudan as a developing country, Science learning must encourage responsible industrialization and minimal exports of raw natural resources as opposed to finished industrial goods.	Read the rationale for teaching science. Ask teachers how they feel about teaching science. What do they think learners enjoy about Science?

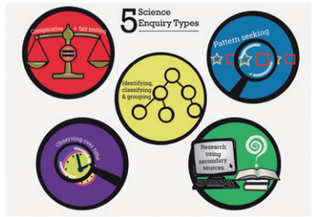
5	Science **Living things and life processes** — Learners learn about the variety of plants and animals, including humans, which inhabit our planet and the processes which enable them to remain alive. They also learn about the interrelationships between living things and the environment. **Materials and their properties** — Learners learn about the materials which make up everything in our world, the composition and the properties of these materials. Furthermore they learn how we make use of this knowledge. **Physical processes** — Learners learn about the processes resulting from the effect of energy on matter. These processes relate to mechanics, heat, light, other radiation, sound, electricity, magnetism and atomic structure. In all strands, learners should be developing a scientific approach by: • Asking questions that can be investigated scientifically, and deciding how to find answers • Considering what sources of information they will use to answer questions, including first-hand experience and a range of other sources • Forming hypotheses and thinking about what might happen • Planning and carrying out investigations, trying out possible approaches and deciding what evidence to collect and what sort of equipment or materials to use • Making a fair test or comparison by changing one factor and observing or measuring the effect whilst keeping other factors the same • Making systematic measurements and observations • Checking measurements and observations by repeating them where appropriate	Here are the strands for Science. Allow teachers a few minutes to read through these in their handbooks. Notice that strands in Science are organized slightly differently to other subjects. The Scientific Approach threads through all strands.
6		Allow teachers to read through the expectations for Science with a focus on how each strand is connected across each year.
7		Allow teachers to read through the expectations for Science with a focus on how each strand is connected across each year.
8	Progression through strands Take **one aspect of one strand** and illustrate it for 3 years. For example, can you order these pictures to reflect the progression learning about plants?  	**Activity 1** Ask teacher to pay particular attention to themes within strands. Here we have an example of the topic of plans in different year groups. Can teachers order these? Ask teachers to work on their own or in pairs to create 3 simple diagrams of their own to show the progression through a theme within a strand. Ask them to consider how scientific approaches might be developed also. Allow time for teachers to share their diagrams with other teachers. As you support teachers with this task pay attention to the scientific vocabulary that is used.

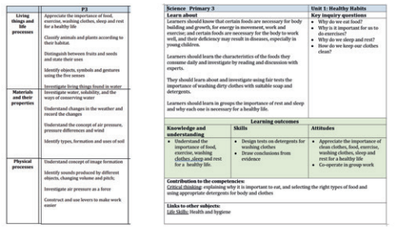
9		Time for a break.

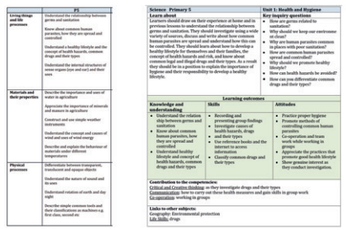
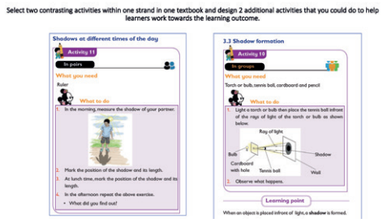
		Session 2
10		Discuss these quotes for a few minutes. How do teachers interpret them? Focus on the issue of questioning and the notion that science can reveal the 'truth'. Can teachers find any other inspiring quotes about science? What do teachers hope their students will say about Science??
11	Progression through strands Take **one aspect of one strand** and illustrate it for 3 years. For example, can you order these pictures to reflect the progression learning about plants?  	**Activity 2** Ask teachers to choose a different strand and to identify a theme within it. They should repeat the activity from before. These two activities are designed to improve an understanding of the progression through strands in science and to develop scientific vocabulary. If you have a flipchart, you could write up some of the key terms being used in diagrams. Allow teachers time to share their diagrams with a few other teachers. They could to the flip chart of vocabulary too.
12	Progression through strands Take one strand and find an example of it in each of a textbook. Consider how each strand builds on what as been learnt before and how it challenges new thinking. 	**Activity 3** Turn attention to the textbook and ask teachers to track a strand through the textbooks. They can choose how they would like to work to do this, in pairs or on their own. Ask them to focus on how new activities build on what has been learnt before.

13		Time for a lunch.

		Session 3
14	Science In all strands, learners should be developing a **scientific approach** by: • Asking questions that can be investigated scientifically, and deciding how to find answers • Considering what sources of information they will use to answer questions, including first-hand experience and a range of other sources • Forming hypotheses and thinking about what might happen • Planning and carrying out investigations, trying out possible approaches and deciding what evidence to collect and what sort of equipment or materials to use • Making a fair test or comparison by changing one factor and observing or measuring the effect whilst keeping other factors the same • Making systematic measurements and observations • Checking measurements and observations by repeating them where appropriate	These are the details of the scientific approach promoted in the syllabus. Read through each statement carefully and ask teachers to tell you where they have used this approach in the classroom.
15		The next two slides present a model for using a scientific method. This first model suggests a process. Ask teachers to give examples of where different steps of this process can be used.
16		Ask teachers what is different about this model? Which model do they prefer and why? This is a circular rather than linear model and it supports well the idea that learning never stops!

17	Scientific Enquiry 	This list has a slightly different focus as it is describing different types of scientific enquiry rather than a process. Pay attention to the symbols here! Read through each statement carefully.
18		This model presents types of enquiry differently. What is missing here? Why do you think that is? Notice the symbols again! Symbols are used often in science as we will see on the next slide.
19		Here are a collection of scientific symbols. Which ones do teachers recognize? What do they mean? Most of them are used at secondary level.
20	Create you own symbols! In all strands, learners should be developing a **scientific approach** by: • Asking questions that can be investigated scientifically, and deciding how to find answers • Considering what sources of information they will use to answer questions, including first-hand experience and a range of other sources • Forming hypotheses and thinking about what might happen • Planning and carrying out investigations, trying out possible approaches and deciding what evidence to collect and what sort of equipment or materials to use • Making a fair test or comparison by changing one factor and observing or measuring the effect whilst keeping other factors the same • Making systematic measurements and observations • Checking measurements and observations by repeating them where appropriate	**Activity 4** Using ideas presented in previous slides, ask teachers to create a symbol for each aspect of the 7 scientific approaches promoted in the Science Syllabus. They should do this individually but can share ideas with neighbours! Gather ideas from teachers are share 1 symbol on a flip chart for each approach.

21		Time for a break.
		Session 4
22	**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.	In this final session we will recap the importance of balancing knowledge, understanding, skills and attitudes. Read this Learn About section through together. What kind of learning is taking place here? Which year do teachers think it is taken from?
23		It's P3! Connect across from the Syllabus Unit to the Syllabus Overview.
24	**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 through this second Learn About section. Where are there opportunities for skills to be developed? What about attitudes to Science? What year is it taken from?

25		It's P5! Match again the expected outcomes to what is written in the syllabus unit.
26		A final reminder that teachers need to supplement textbook activities with some of their own ideas.
27		**Activity 5** Explore this example and then ask teachers to find two activities around one theme in a textbook and then suggest 2 additional activities to embed learning. Don't forget about including the scientific approach!
28		To conclude, discuss these images and share ideas on the future of science and what it might uncover. What do we hold true now…that might be revealed in a different way in the future? That's the power of science!

29		Thank teachers for their attention today. Suggest they look for patterns as they leave the session today to help them develop some ideas during an arts based day tomorrow.

Module 4:
The Arts

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Learning Outcomes:

By the end of the module, teachers will:

- Understand the key approaches and requirements of the teaching and learning of The Arts
- Be able to design learning activities for the subject

Key Concepts
The Arts has four strands and each is set out in the Subject Overviews.
The progress set out in the Subject Overviews relates to the syllabus units and the textbooks.

Related Professional National Standards:

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

Resources

For this module, teachers should be given access to the ‘Guidance for the Arts’ document. This is important because at the time of writing, there are no textbooks for the Arts. This guidance document sets out how teachers should plan and prepare for the arts curriculum. Some highlights of this document are presented below.

Outline

Session	Content
1	• *Activity 1 – Create a picture or pattern using these scientific shapes and symbols.* • *Activity 2 – Design a chart or diagram to illustrate the key features of the artistic process. Once again discuss whether it is a linear process or a circular one.*
2	• *Activity 3 – Using the blank templates create two of your own examples to illustrate these two approaches to planning.*
3	• *Activity 4 – Interpret the title of this story. What could be wild? Where is the wild? Why is it wild? Who is wild? Gather materials from around the training facility to create your own character.*
4	• *Activity 5 – Plan a sequence of learning activities for a different unit. This is a P7 unit about the development of character through drama. Consider how this process should be used across the arts curriculum to design activities and rich learning experiences.*

Background information

Rationale for the Arts

The Arts are a source of inspiration and enjoyment for all. They provide contexts in which learners can learn to express their thoughts and emotions, use their imaginations, and develop creativity. They therefore make a key contribution to learners' personal, social and emotional development and to their growth as confident individuals.

Engaging in the Arts enables learners to participate in and respond to the creative and cultural life of their communities and appreciate the rich cultural heritage of South Sudan.

Participating in a range of art forms – including visual arts, crafts, drama, music and dance – helps young people become responsive, reflective, critical and appreciative. They discover the value of discipline and practice to improve, and, in responding to the work of the others, they gain insights into different viewpoints, identities, traditions and cultures.

Strand	Description
Participation in the Visual Arts & Craft	Learners express their ideas and imaginations through line, pattern, colour, texture, form and composition. They experiment with a variety of materials and media, including ICT, to produce their own work, in two and three dimensions. They develop skills in a range of techniques, media and applications, and select the ones most appropriate for the task. They learn to appreciate the work of others from their own and other cultures. Older learners progress to more commercial forms of design such as graphic and textile. Learners make their own designs and models using a variety of materials. They refine and improve their designs, building on their experience. They become familiar with traditional crafts as well as modern craft techniques. They use ICT to create and aid design where possible.
Participation in Music and Dance	Learners learn to appreciate music and dance from their own and other cultures. They develop their own performance skills in singing, dancing and in the use of instruments, using ICT where appropriate. They work individually and with others. They experiment with their own compositions and develop ways of communicating their ideas. They participate in traditional festivals.
Participation in Drama	When studying drama, learners work in role with others to explore areas of personal interest and enjoyment as well as issues of personal, social and global concern. They devise performances for each other, the school and the wider community, and respond to live and recorded professional performances. They use ICT (video and sound) wherever possible, and study the techniques used in film and TV.
Critical Appreciation of the Arts	Learners should learn to enjoy and appreciate the arts in all forms. They should think critically about their own and others' performance and products in order to develop critical appreciation the quality of performance and also to understand how quality could be improved.

Guidance for the Arts

Three approaches to arts education:

- Learning about the arts allows us to celebrate art and artists. Examples of historical and contemporary work can be used to develop learners' understanding of how styles and techniques have been used to communicate ideas and concepts and how they might be incorporated into the work they produce during their time at school and in their adult lives.
- Learning through the arts allows teachers to use art, craft, dance, drama and music as a powerful learning tool. The subjects draw on the rich wealth of culture, knowledge and skills of societies to promote a connected approach to learning in a range of subject areas.
- Learning in the arts allows for an examination of cultural perspectives. The arts make a vital contribution to the education of the whole child, both as subjects to be learnt and enjoyed in their own right and because they encourage and enrich learning in other subjects. The arts have traditionally been a powerful vehicle for education. There is a natural emphasis on learning by doing, stimulating imagination, and developing critical and creative thinking skills and inter-personal skills and values. Introducing the arts into learning environments facilitates a balanced intellectual, emotional and psychological development of individuals and societies.

Key Elements of Teaching and Learning

Learners' arts experiences should be varied with teachers providing children with the opportunity to engage in a range of challenging, exciting and stimulating experiences which enable them to understand and manipulate art forms and to use them to develop an understanding of themselves within the world and to comment on their experience of it. Our task as teachers is to create opportunities which will enable learners to interact with that world and to understand it more fully through their interaction so they may function more successfully in it.

To maximise the potential of the arts, teachers should:

- have a clear grasp of the educational role of the arts and an understanding of how children learn through the arts.
- be personally interested in and familiar with at least one or two art forms.
- be confident in encouraging creative work across the whole range of the arts.
- be able to recognise and evaluate the artistic quality in children's work.

Within a rich, supportive environment teacher will draw upon a skilful mix of approaches to promote a climate of creativity and innovation, including:

- active involvement in creative activities and performances
- tasks or performance opportunities which require a creative response
- opportunities to perform or present to an audience
- partnerships with professional performers or artists and other creative adults
- raising awareness of contemporary culture and connecting with young people's experiences
- both collaborative and independent learning
- establishing links within the expressive arts subjects and with the wider curriculum
- opportunities to analyse, explore and reflect.

Lesson Formats

It is recommended that each lesson in The Arts includes an activity or discussion in order for learners to critically appreciate a variety of art forms. This is an important aspect of the way The Arts contribute to the overall aims of the curriculum. This could be done in a number of ways:

Questions and answers at the beginning and/or end of the lesson about a particular aspect of the art form explored in the lesson;

Frequent references and questions about the quality of a particular art form as the lesson progresses;

Critical Appreciation as the focus for a lesson – perhaps by studying and comparing a variety of art forms or a range of art forms in one area.

Each lesson should involve a degree of the following elements of development in order to enhance progression and promote the value of student competences:

- Investigate - find out about how similar artists works were done
- Design - develop their own ideas and try them out
- Create - produce their own artistic work
- Evaluate - think critically about the effectiveness of their work Progression comes from the increasingly complex context to which the process is applied within each aspect of Arts Education.

As described in the table at the top of this section, each Arts lesson should incorporate a variety of activities. These will vary according to the content and focus of the lesson but should include:

A variety of activities to develop an appreciation of the Arts.

A mix of individual, paired, group and whole class work as appropriate.

A variety of opportunities to create new / own art forms.

A variety of opportunities to explore and compare existing art forms from local, regional, national and international artists that vary in significance and dates of composition.

A variety of activities that link the arts into other areas of the curriculum as described in the Study Unit.

Syllabus Units Across a Year

It is recommended that some of the Syllabus Units are split and spread across a year in order to provide a balanced experience of The Arts. In Primary 3 for example, Traditional Songs and Dances (Unit 4) could be split into 5 sections in order for them to provide a shorter introduction to each of the other units. It is up to the teacher to decide how the Syllabus should be organised. They should take account of school facilities, numbers of learners in year groups and other significant contributing factors to the school year including national and community events. The tables below list the Units in each year group. Links to cross-cutting Issues are included and these form a feature of learning in all subjects.

Syllabus Unit Summary

Primary 1		
Unit	**Title**	**Links**
1	Singing songs	Peace Education
2	Accompany me!	Peace Education; Life Skills
3	Beginning to role-play	Peace Education
4	Stories to share	Peace Education; Life Skills
5	Models and materials	
6	Patterns and pictures	

Primary 2		
Unit	**Title**	**Links**
1	Traditional song and dance	Peace Education
2	Creating an event	Peace Education
3	Creating characters	Peace Education
4	My pictures	Peace Education
5	Traditional crafts and techniques	

Primary 3		
Unit	**Title**	**Links**
1	Songs and dance of the world	Peace Studies
2	Starting to compose	
3	Drama in our community	Life Skills
4	Traditional songs and dance	Peace Studies
5	Imaging and create	

Primary 4		
Unit	**Title**	**Links**
1	Tuneful accompaniments	Life Skills
2	Sounds and symbols	Life Skills
3	Express yourself	The Environment and Sustainability
4	Verbal or non-verbal communication	Peace Skills
5	Models and materials	Life Skills
6	Pottery	Life Skills

Primary 5		
Unit	**Title**	**Links**
1	Tune it!	Peace Education
2	Improvisation	Life Skills
3	Dramatic narratives	Peace Education; Life Skills
4	Refining skills for art	Life Skills
5	Sculpture	Environment and Sustainability

Primary 6		
Unit	**Title**	**Links**
1	Elements of composition	Life Skills
2	Perform it!	Peace Education
3	What's the situation?	Life Skills
4	Developing roles	Peace Education
5	In perspective	Life Skills
6	Pottery too	Environment and Sustainability

Primary 7		
Unit	**Title**	**Links**
1	In concert	Peace Education
2	Characters work togeth-er	Life Skills
3	Weaving	Environment and Sustainability
4	Graphic design	Life Skills

Primary 8		
Unit	**Title**	**Links**
1	Musical Language	Life Skills
2	Exploring dramatic forms	Peace Education
3	Writing scripts	The Environment and Sustainability
4	Refine and design	Life Skills
5	Exhibitions	Life Skills

An example of how one syllabus unit can be broken down into individual weeks

The Arts Primary 2	Unit 4: My Pictures
Learn about	**Key inquiry questions**
Learners should reflect upon their surroundings and use some inspiration from this to build some of their own ideas for pictures and designs. They should express their own ideas for art and design using a range of materials as explored in P1. They should continue to look at art works by other people to help them develop an understanding of style and composition. Learners should draw and paint basic shapes and explore how these can be combined to create different effects. Learners should investigate texture and colour in pieces of artwork that they like and use elements of these in their own work. They should explore how colours can be combined also and begin to learn how mixing colours create new ones. They should describe their work to their friends and teacher outlining what aspects of their work they would like to improve and asking for suggestions from others also about what are the successes and areas of development for their pictures and designs.	• What can we find out about the world around us to help produce original pictures of our own? • What materials do you enjoy using to create pictures of your own? • What has been your best idea for a picture? How do you know that? • What are the similarities and differences between painting and drawing?

Learning outcomes

Knowledge and understanding	Skills	Attitudes
• Know about different materials for drawing • Know how to describe a picture • Know how to improve own work and the work of others	• Investigate types of local materials for drawing • Investigate color, texture and form in pictures	• Appreciate pictures as an art form • Enjoy exploring pictures and images • Enjoy making original art forms

Contribution to the competencies:

Critical and Creative thinking: Evaluate different suggestions for improvement to own artwork

Communication: Sharing and expressing ideas through picture making

Culture: Build an understanding of South Sudanese heritage by exploring art forms in own locality

Links to other subjects:

Social Studies: Explore patterns and pictures associated with rituals and festival practised by people in their village

Mathematics: Making patterns using geometrical shapes

Science: Using visual senses to explore the world

Environment and Sustainability: Know the importance of caring for the environment

The Arts: Primary 2 Unit 4: My Pictures	
Week 1	Learners are introduced to a range of art created by other people and encouraged to consider the compositional and stylistic choices made by the artist.
Week 2	Learners consider aspects of their surroundings and environment they might use to create their own pictures and designs.
Week 3	Learners reflect upon the range of materials introduced in P1 to decide which material they would like to use to create a picture.
Week 4	Other aspects of their surroundings/environment are selected for them to create new designs and pictures using different materials.
Week 5	Learners practice drawing and painting a range of basic shapes. They experiment with combining these to create different effects.
Week 6	Learners investigate texture and colour in pieces of art work they like and incorporate elements of these into their own work.
Week 7	Learners experiment with mixing colours to create new ones and explore how different colours can be combined in a single picture.
Week 8	Learners are given the opportunity to talk about the choices they have made in the work produced so far. They are asked to select a picture or design they are particularly pleased with.
Week 9	An exhibition of the children's work is arranged so that their friends and teacher can comment on any successes achieved as well as giving ideas for further refinement.

The Arts Primary 7	Unit 2: Characters Work Together
Learn about	**Key inquiry questions**
Learners should explore ways of developing a play scenario including actions and events (plot, story development, key events and characters). They should build knowledge and understanding of effective strategies for enjoyable drama performance and productions and recognize that this is partly due to the successful development of scenarios and events. They should explore and investigate scenario development in genres that they are familiar and unfamiliar with. Learners should identify how characters interact with each other and how this builds the drama in a scene. Learners should learn how to develop dialogues within scenes according to the events that they wish to illustrate. They should consider the inclusion of major and minor conflicts to enhance the effective flow of the scenario. To help them develop an understanding of scenarios, learners should listen to short stories or novels read to them, identifying features of each chapter. They should also read cartoons, reports and other varieties of literature in order to increase their awareness of scenarios and build these elements into their scenes. Learners should investigate features of how characters interact with each other and explore how character development can significantly enhance the success of a play. They should consider the range of vocal techniques available to characters and explore how these can be used to add credibility to roles and events. They should continue to evaluate their work and the work of others in order to build their capacity to make valuable contributions to art forms.	• Why do you develop a play scenario? • What are the core elements of writing a play scenario? • Why is it important to involve characters, dialogues and conflict in a play scenario? • What elements of development do you need to consider when developing plays with multiple characters? • What part of a play's development, do you enjoy exploring and composing the most?

Learning outcomes		
Knowledge and understanding	**Skills**	**Attitudes**
• Know how to develop scenarios and actions in a play • Know how to develop play scenarios involving more than one character • Identify features of character, dialogues and conflict in a written scenario • Describe qualities of their dramatic performance and ideas for scenario development	• Develop ideas for a play into sequences of scenarios and events • Investigate strategies for developing multiple character roles in a play • Develop skills for writing plays scenarios	• Appreciate the complexities of drama productions and performances • Enjoy performing with others in a play • Enjoy developing ideas to extemporize stories for a play • Respect the roles that are necessary in order to produce a play

Contribution to the competencies:

Critical and Creative thinking: Evaluating performances and investigating robust strategies for character development

Communication: Sharing stories and ideas coherently and listening to speech in a variety of forms

Culture: Value diversity and respect people of different races, faiths communities and cultures, illustrating this is drama where possible

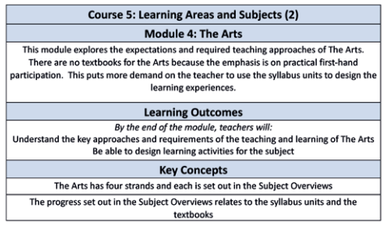
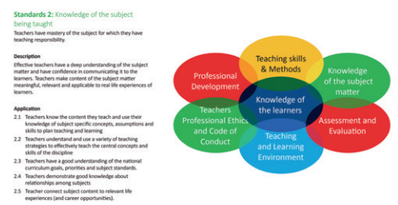
Links to other subjects:

Social Studies: Be aware of the need to promote gender equality and look for opportunities in drama to illustrate this

English Language: Understand the main points of authentic spoken passages and conversations, using these elements to develop scenario and character roles in a chosen subject

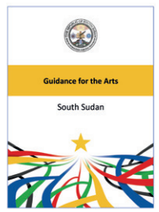
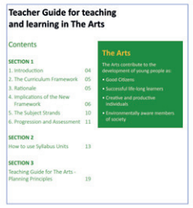
Life Skills: Be aware of the harmful effects of drugs and substance abuse

Presenting the Slides – Script

		Session 1
1		Welcome teachers as you they arrive and ask them what patterns they noticed on their way to the session today.
2		Teachers will remember these symbols from yesterday. Ask teachers whether this is science or art. How could we use these shapes to create piece of artwork? **Activity 1** Give teachers 5 minutes to create a picture or pattern using these shapes and symbols. Ask theme to share their ideas with a few other teachers. This is a useful reminder that art is all around us in different forms and can be used o communicate in a variety of ways.
3		Read through the key features of the module for today. Important to note that as there are no textbooks (at the time of writing), planning and teaching in the Arts takes a different form to the other subjects we have looked at this week.
4		A reminder here of the professional standards. Think about how these can be applied in art lessons.

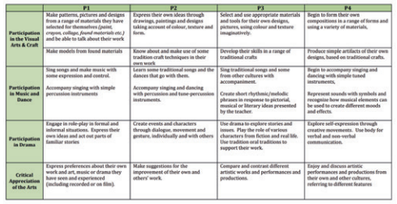
5	**Rationale** The Arts are a source of inspiration and enjoyment for all. They provide contexts in which learners can learn to express their thoughts and emotions, use their imaginations, and develop creativity. They therefore make a key contribution to learners' personal, social and emotional development and to their growth as confident individuals. Engaging in the Arts enables learners to participate in and respond to the creative and cultural life of their communities and appreciate the rich cultural heritage of South Sudan. Participating in a range of art forms – including visual arts, crafts, drama, music and dance – helps young people become responsive, reflective, critical and appreciative. They discover the value of discipline and practice to improve, and, in responding to the work of the others, they gain insights into different viewpoints, identities, traditions and cultures.	Read through this rational for The Arts. Ask teachers how they think the arts connects to other subjects and how they can see opportunities for the development of student competencies.
6	The Arts Strand / Description Participation in the Visual Arts & Craft: Learners express their ideas and imaginations through line, pattern, colour, texture, form and composition. They experiment with a variety of materials and media, including ICT, to produce their own work, in two and three dimensions. They develop skills in a range of techniques, media and applications, and select the ones most appropriate for the task. They learn to appreciate the work of others from their own and other cultures. Older learners progress to more commercial forms of design such as graphic and textile. Learners make their own designs and models using a variety of materials. They refine and improve their designs, building on their experience. They become familiar with traditional crafts as well as modern craft techniques. They use ICT to create and ad design where possible. Participation in Music and Dance: Learners learn to appreciate music and dance from their own and other cultures. They develop their own performance skills in singing, dancing and in the use of instruments, using ICT where appropriate. They work individually and with others. They experiment with their own compositions and develop ways of communicating their ideas. They participate in traditional festivals. Participation in Drama: When studying drama, learners work in role with others to explore areas of personal interest and enjoyment as well as issues of personal, social and global concern. They devise performances for each other, the school and the wider community, and respond to live and recorded professional performances. They use ICT (video and sound) wherever possible, and study the techniques used in film and TV. Critical Appreciation of the Arts: Learners should learn to enjoy and appreciate the arts in all forms. They should think critically about their own and others' performance and products in order to develop critical appreciation the quality of performance and also to understand how quality could be improved.	Explain that these strands are similar to those in science because 'Critical Appreciation of the Arts' is a thread through all strands. Give teachers a few minutes to read through these carefully discussing with a partner how these strands are applied in their teaching.
7		The next two slides show some examples of artwork. Ask teachers which strands are involved in each example and what other examples of similar artefacts they know of.
8		As above.

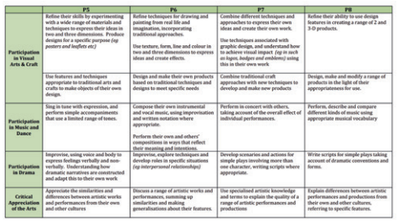
9	The process is: • Investigate - find out about how similar artistic works were done • Design - develop their own ideas and try them out • Create - produce their own artistic work • Evaluate - think critically about the effectiveness of their work PROCESS 	This slide should remind teachers of the process and model discussion we had yesterday about scientific enquiry. **Activity 2** Ask teachers to design a chart or diagram to illustrate the key features of the artistic process. Once again discuss whether it is a linear process or a circular one. Allow teachers to share their ideas and draw you own version collating ideas on the flipchart.
10		Time for a break.

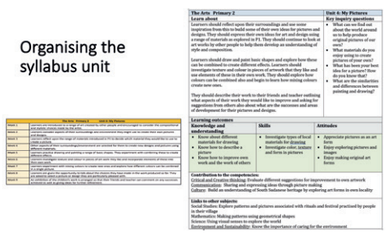
		Session 2
11	 	At the time of writing, there are no textbooks for the Arts. This is because the Arts are predominantly a practical subject. This guidance document was created however to support teachers to implement the Arts curriculum. Give teachers 10 minutes to read through guidance document. Highlights of the document are presented in the Background Information.
12	One learning activity leads to many learning outcomes 	This slide and the next one are important features of the way that the curriculum is designed and is particularly helpful to consider when there are no textbooks! Look at the activity in the centre and then read about the different possible learning outcomes that learners may achieve as a result of participation in this activity.

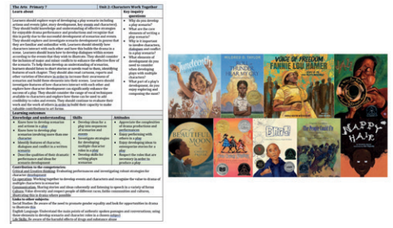
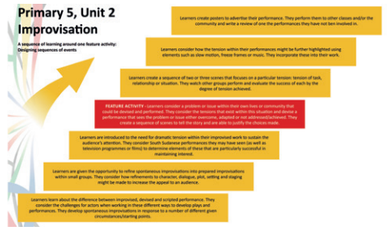
13	Learning outcomes need more than one learning activity. 	This is the opposite of course. Read the learning outcome in the centre and then explore the descriptions of possible activities that could be delivered to help learners reach the outcome. Ask teachers which 2 or 3 activities they prefer.
14	Create one example for each principle. 	**Activity 3** Using the blank templates in their book, ask teachers to create two of their own examples. There is quite a lot to do here so give teachers plenty of time to work on this and support them by asking questions individually to see how the model is working. Ask teachers to share their ideas with each other and choose one example of each to explore together in detail.
15		Time for a lunch.

		Session 3
16		This session will be of a practical nature. Talk about this image. What is it? What has been used to create it? What aspect of the Arts are involved here? What story could be told based on this image? What science can we consider also?

17		Here are some more examples. Of course, all of these images have been created using natural materials. Notice the insect model – it begins with a detailed drawing.
18	You have 20 minutes to gather materials and create a character or a scene for this story: Where the Wild Things Are.	**Activity 4** Discuss briefly the title of this story. What could be wild? Where is the wild? Why is it wild? Who is wild? Now give teachers 20 minutes to gather materials from around the training facility to create their own character. Ask teachers to share their ideas commenting on how they have interpreted the title of the story.
19		This is the illustration taken from a book with this title by Maurice Sendak. It does not matter if teachers have similar characters! But it is interesting to compare them. If you have access to the internet, teachers could spend a few minutes looking at this story online. It is a story of a young boy who escapes to a wild place in his imagination. Although the creatures look frightening, they are in fact gentle and kind. They story shows how we can use our imagination to help us think about situations and that it can often be a place to escape to.
20		These are the expected learning outcomes for the Arts across Primary. Where would this character activity sit within the syllabus? Give teachers some time to read through these details with a focus on how each strand progresses.

21	 **The Arts: Primary 7 — Unit 3: Characters Work Together** **Learn about** Learners should explore ways of developing a play scene/s including: scenes and events (plot, story development, key scenes and characters); characters (their relationships, motivations, qualities, flaws); and settings (for example drama performance and production and reception that is appropriate to the age group of the learners in the class). They should explore and investigate scenario development to stories that they are familiar with and to stories that they create themselves. They should also explore relevant skills and how they build the drama in a scene. Learners should learn how to develop dialogue within scenes/ episodes that is appropriate to the characters. They should explore the techniques of anger and stress conflict to enhance the effective flow of drama. They should explore how to develop tension in drama. Learners should listen to short stories or novels read to them, identifying the characters, the setting and the events in the story. They should use other mediums of the arts as a way to increase their awareness of characters and build those characters into their scenes. Learners should explore how characters are developed in drama and how they can explore how character development can significantly enhance the effectiveness of drama. They should explore how characters are portrayed in drama and explore how these can be used to add interest to drama. They should explore how characters can be developed in role and work with the work of others as a way to build their capacity to take a leader and follower in an drama. **Knowledge and understanding** — Know how to develop scenarios and stories; Know how to develop play scenes/episodes; Know how to develop characters; Know how to develop characters and conflict in a drama; Know the qualities of their dramatic performance and show the qualities in their performance **Skills** — Develop ideas in a drama; Investigate scenarios and stories; Investigate strategies to develop drama from multiple storylines; Develop role in a play; Develop skills for writing plays/ scenarios **Attitudes** — Appreciate the complexities of developing drama with others in a play; Appreciate how drama is emergent/ evolves in a play; Respect the roles that are necessary to perform a play **Contribution to the competencies:** Critical and Creative Thinking: Evaluating performances and developing relevant strategies for scenario development Co-operation: Working together to develop events and characters and investigate the value to drama of different perspectives Communication: Working how to use and show coherently and listening to speech (in a variety of forms and styles) and developing strategies of different styles of delivery (e.g. Public communication and rubrics, drama role play to drama performance) Personal Effectiveness: Developing self-confidence and self-esteem Social Studies: Be aware of the need to promote gender equality and look for opportunities to do so in classroom life Religious Education: Understand the main points of authentic spoken passages and conversations; using these structures to develop scenarios and characters roles in a drama subject Life Skills: Be aware of the harmful effects of drugs and substance abuse	
22		Time for a break.

		Session 4
23	**The Arts: Primary 2 — Unit 4: My Pictures** Week 1 — Learners are introduced to a range of art created by other people and encouraged to consider the compositional and stylistic choices made by the artist. Week 2 — Learners consider aspects of their surroundings and environment they might use to create their own pictures and designs. Week 3 — Learners reflect upon the range of materials introduced in P1 to decide which material they would like to use to create a picture. Week 4 — Other aspects of their surroundings/environment are selected for them to create new designs and pictures using different materials. Week 5 — Learners practice drawing and painting a range of basic shapes. They experiment with combining these to create different effects. Week 6 — Learners investigate texture and colour in pieces of art work they like and incorporate elements of these into their own work. Week 7 — Learners experiment with mixing colours to create new ones and explore how different colours can be combined in a single picture. Week 8 — Learners are given the opportunity to talk about the choices they have made in the work produced so far. They are asked to select a picture or design they are particularly pleased with. Week 9 — An exhibition of the children's work is arranged so that their friends and teacher can comment on any successes achieved as well as giving ideas for further refinement.	This slide explains how one syllabus unit can be broken down into shorter sessions to create a sequence of learning activities. Ask teachers to look closely at the syllabus unit that this was taken from on the next slide and in their background information.
24	Organising the syllabus unit  	Here is the syllabus unit and a reminder of how it can be broken down.

25		**Activity 5** Ask teachers to plan a sequence of learning activities for a different unit. This is a P7 unit about the development of character through drama. Teachers should share their ideas with each other and discuss how this process should be used across the arts curriculum to design activities and rich learning experiences.
26	 **Primary 5, Unit 2 Improvisation** **A sequence of learning around one feature activity:** **Designing sequences of events** Learners create posters to advertise their performance. They perform them to other classes and/or the community and write a review of one the performances they have not been involved in. Learners consider how the tension within their performances might be further highlighted using elements such as slow motion, freeze frames or music. They incorporate these into their work. Learners create a sequence of two or three scenes that focuses on a particular tension: tension of task, relationship or situation. They watch other groups perform and evaluate the success of each by the degree of tension achieved. **FEATURE ACTIVITY** – Learners consider a problem or issue within their own lives or community that could be devised and performed. They consider the tensions that exist within this situation and devise a performance that sees the problem or issue either overcome, adapted or not addressed/achieved. They create a sequence of scenes to tell the story and are able to justify the choices made. Learners are introduced to the need for dramatic tension within their improvised work to sustain the audience's attention. They consider South Sudanese performances they may have seen (as well as television programmes or films) to determine examples of these that are particularly successful in maintaining interest. Learners are given the opportunity to refine spontaneous improvisations into prepared improvisations within small groups. They consider how refinements to character, dialogue, plot, setting and staging might be made to increase the appeal to an audience. Learners learn about the difference between improvised, devised and scripted performance. They consider the challenges for actors when working in these different ways to develop plays and performances. They develop spontaneous improvisations in response to a number of different given circumstances/starting points.	This slide shows how we need to consider that sequence of learning. Usually, there is a 'feature activity' that learners can work towards and the reflect upon. Ask teachers what they think their feature activity is within the sequence of learning they have just created for the P7 Character Unit.
27	 A spider called…	Finally – Ask teachers if they know the story of Anansi spider. It is about a mischievous yet wise spider who has a long journey meeting many other creatures. Anansi eventually triumphs over much larger creatures! Discuss briefly the art here. Pattern, from, drama…what might the song of the spider be? What dance might it do?
28	**End of the Day.** **Thank you!** Tomorrow: Module 5 PE and school-based task preparation. 	Thank teachers for their time today. Explain that tomorrow we will look at the PE syllabus, another subject with now textbook. We will also prepare for the school-based task.

Module 5:
Physical Education (PE)

This module explores the expectations and required teaching approaches of PE. There are no textbooks for PE because the emphasis is on practical first-hand participation. This put more demand on the teacher to use the syllabus units to design the learning experiences.

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Learning Outcomes:

By the end of the module, teachers will:

- Understand the key approaches and requirements of the teaching and learning of PE
- Be able to design learning activities for the subject

Key Concepts
PE has three strands and progress in each is set out in the Subject Overviews.
The progress set out in the Subject Overviews relates to the syllabus units and the textbooks.

Related Professional National Standards:

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

Resources

For this module teachers need copies of the PE Guidance document syllabus units.

Outline

Session	Content
1	• *Activity 1 – Read through the guidance making notes about what you think is important.*
2	• *Activity 2 – Create one activity and select one learning outcomes to help you practice planning for PE. Don't forget to include opportunities for learners to review their performance.*
3	• *Activity 3 – Write notes next to each slide to highlight and summarise key features of what you have learnt this week.*
4	• *Activity 4 – Begin planning your school-based task. Which subject will you choose? Why? How will learning enhance what is already in the textbook or in the syllabus?*

Background information

Rational for Physical Education

Participation in physical activity lies at the heart of a healthy lifestyle. Physical Education enables learners to understand the basis of healthy living, thus promoting active and healthy lifestyles.
The subject develops physical competence and confidence, providing learners with the ability to use these in a range of activities and take part in sports and games at school and in their communities. It promotes physical skillfulness and agility, physical development and a knowledge of the body in action. By considering how the body works, learners also develop the knowledge and skills required to make choices that have a positive effect of their health and related physical abilities.

By participating in physical activities, learners are provided with the opportunity to be creative, competitive and to face up to different challenges as individuals, in groups and as part of teams. Students learn how to think in different ways to suit a variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, students discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity and live.

Movement and Gymnastics	Motor Control	Learners move their bodies with increasingly consistent control and refinement. They can use movement imaginatively, and create and perform fluent sequences of movement. Learners develop the range of physical skills associated with movement and control, and also the skills of planning and designing sequences of movement and of evaluating and refining their own performance and appreciating other people's performance.	Across both strands, learners reflect upon their own performance and the performance of others and analyse it in terms of how it can be improved. This involves consideration of physical techniques and also team tactics and strategies.
	Movement		
Sports and Games	Techniques	Learners develop and refine techniques in a range of sports and games, including the use of balls, bats, racquets and other equipment, working alone and with others. They use their understanding of the principles of games to apply them effectively and develop and adapt their own strategies and tactics.	
	Teamwork	Learners develop and use their understanding of the principles behind the strategies and tactics of sports in order to improve their effectiveness. They identify what makes a performance effective and suggest improvements based on this information. Learners develop their ability to lead and organize games and sports, captain teams and act as referees or umpires.	
Health and Wellbeing		Learners understand why physical activity is good for their health and wellbeing and they develop positive attitudes toward physical activity. They link this to their understanding of nutrition and the need to develop and adopt a healthy lifestyle.	

Implications of the New Framework

4.1 Independence and Creativity

The new Framework presents teachers of PE with an opportunity to compose learning experiences for children and young people that enable them to develop the confidence necessary to make a positive contribution to society. Through a growing sense of independence stimulated by improvements and successes in physical activities, learners will be able to make increasingly valuable contributions in a variety of situations. During all physical activities, they should be guided and supported to develop their ability to think quickly and creatively, developing a range of movements which demonstrate increasing effectiveness and style. The new Framework outlines the need for and the benefits of learners exploring and expressing their own ideas. In PE, learners should be repeatedly provided with activities which enable them to think critically about their own and other people's work thus developing a respect for and an appreciation of this process. They should be supported and encouraged to experiment and explore ideas and movements in order to be able to make effective choices about which style, strategies and combinations of movement are required for increasingly specific purposes.

4.2 Knowledge and Skills

PE is a practical subject which relies on the ability of teachers to compose and deliver lessons which enable learners to practice physical skills and explore their own knowledge and understanding of the subject. There is of course the need for learners to be taught about the rules of games for example and specific facts relating to health and well-being, but it is recommended that these are delivered within the context of physical activity wherever possible.

Learners should be given the opportunity to learn new physical skills and improve existing skills in a safe and nurturing environment. They should be provided with demonstrations of 'excellence' where possible and should use their skills of critical and creative thinking to consider how to improve their own skills. Teachers should plan for the progression and the development of skills, remembering that the complexity of a context for physical activity will influence the level of skills required for effective participation. Teachers should provide purposeful contexts for the development of skills through the use of mini-games in P1 -3 and then a range of carefully organized games, competitions and individual improvement strategies throughout the Primary years.

The dissemination of knowledge related to PE should be delivered in such a way that leaners can see clear connections between their knowledge and understanding of Physical Education and their ability to perform in games, sports and other physical activities. This means that leaners should be provided with a range of opportunities and experiences in order to explore the benefits of knowing and understanding what is required for particular situations.

4.3 Active learning

In light of the requirement for PE to delivered in as practical manner as possible, teachers should embrace a range of styles of teaching and learning in order for learners to develop the range of skills necessary to become proficient in physical activity. Teachers should consider for example, the most suitable group size for particular activities explored in PE lessons. They should consider how learners can be used as 'Learning Leaders' in order to promote the development of leadership and communication skills.

Lessons should be planned so that there is a balance of the learning of new skills and the practice of existing skills within a range of contexts. Individual lessons or a short series of lessons should require learners to think critically and creatively, cooperate and communicate with others as well as work individually, successfully. Teachers should plan lessons that use sequences of activities in most situations and include activities that explore health

and well-being. Learners should be provided with regular opportunities to apply the skills that they are developing in order to recognize the relevance and purpose of their studies.

The range of activity is important in PE in order to maintain the interests of learners as well as promote the subject as an essential opportunity to improve knowledge, understanding and skills related to health and wellbeing. Teachers should consider Syllabus Units carefully in order to ensure that across a year, or a few years, learners participate in a range of activities including a variety of ball games, different kinds of athletics, team, paired and individual games and sports and more expressive forms of movement in dance and gymnastics.

Physical Education: Primary 3 Unit 1: Gymnastics — Basic Movements	
Week 1	Introduction to gymnastics and initial explorations of travel. Moving from one place to another and exploring prior experiences of gymnastics.
Week 2	Jumping. From one to two points, from two to three etc. Learn how to move with control, varying the height and level of movements.
Week 3	Balances. Consider strength and body tensions in order to maintain a balance. Practice balancing on one, two, three and four points. Begin to combine balances with jumps.
Week 4	Changing speed and direction. Consider how to change direction quickly, with control. Combine levels of movement with changes of speed and direction.
Week 5	Developing sequences. Use topics in other subjects as a context for movements. Practice for fluency and variety and provide opportunities for feedback and improvement work.
Week 6	Rhythm and style. Consider how rhythm is used in dance and how it could enhance gymnastic sequences. Watch examples of good gymnastic performances if possible to examine features of style and tempo.
Week 7	Incorporating equipment. Consider how to use equipment to enhance movements. Enable pupils to assess the risks of using equipment.
Week 8	Focus on agility and strength to improve fluency. Link to science here to explain how the body works and how it should be maintained.
Week 9	Prepare and present and extended sequences. Enable learners to recap on all the movements that they have been shown or practiced themselves. Presentations could be watched by younger learners, particularly if a subject topic is used as a context such as kites or trees.

Physical Education: Primary 3	Unit 1: Gymnastics – Basic Movements
Learn About	**Key inquiry questions**
In this unit learners should learn how to perform basic movements on floor and how to use apparatus. They should explore movements on the floor such as jumping from two points to one or balancing on two points. Learners should take into account and practice the transference of weight and develop tensions and extensions in their movements. They should also be able to develop their movement skills by changing rhythm, speed and direction with help of apparatus. They should consider how these changes could in incorporated into movements between places or apparatus. Learners should develop sequences of movements that gradually increase in length. They should work well as an individual and contribute to pair sequences also. Learners should understand the importance of exercise for health devise routines of stretching to prepare them for their gymnastic work.	• What is the importance of using apparatus to perform basic movements on floor? • Why do we need to develop our movement skills? • What aspects of travelling makes a valuable contribution to the variety and interest of a gymnastic sequence? • What strategies can we employ to ensure that our bodies are ready for gymnastic activity? • What is involved in the process of improving a performance?

LEARNING OUTCOMES

Knowledge and understanding	Skills	Attitudes
• Explain the use of apparatus in performing basic movements • Know about varieties in rhythm, speed and direction during movements • Know how to perform basic movements on the floor • Know how to improve performances	• Explore how to combine basic movements on the floor • Use apparatus to develop movement skills • Explore how to change rhythm, speed and direction of movement • Carry out routines that develop the body's ability to move safely	• Appreciate basic movements • Care for apparatus and respect its contribution to gymnastics • Enjoy moving with others and individually • Appreciate the importance of looking after your body

Contribution to the competencies:

Critical and Creative thinking: Performing basic movements and develop strategies to vary movements

Communication: Giving verbal instructions and sharing ideas with others to aid the development of basic movements

Co-operation: Working together to explore styles and types of basic movements

Links to other subjects:

Science: Appreciate the importance of exercise for a healthy life

Social Studies: Respecting gender equality when working in a group and the ways of resolving problems in their own situations

English: Give a speech expressing opinions about gymnastic performances and be ready to answer questions about performances

Life Skills: Discuss attributes of self, including talents

Primary 2		
Unit	**Title**	**Links**
1	Gymnastics – Movement Skills	Life Skills
2	Dance – Whole Body Movement	Life Skills
3	Mini Games	Peace Education
4	Games and Rules	Peace Education

Primary 3		
Unit	**Title**	**Links**
1	Gymnastic – Basic Movements	Life Skills
2	Dance – Using Imagination	Life Skills
3	Developing Techniques in Games	Life Skills
4	Applying Rules in Games	Peace Education

Primary 4		
Unit	**Title**	**Links**
1	Gymnastics – Basic Techniques	Life Skills
2	Dance, Structure and Formation	Life Skills
3	Techniques for Ball Games	Life Skills
4	Competing in Competitive Games	Peace Skills

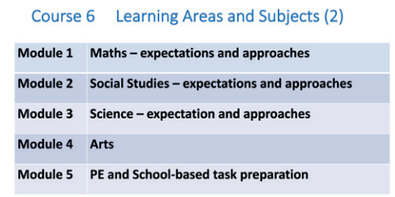
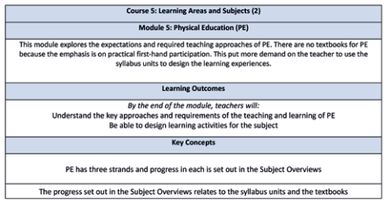
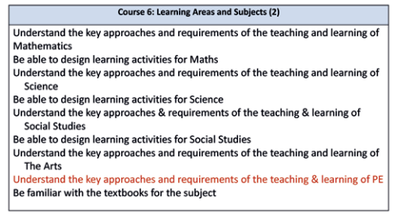
Primary 5		
Unit	**Title**	**Links**
1	Gymnastics – Refining Techniques	Life Skills
2	Dance – Combining Movement	Life Skills
3	Football and Other Games	Peace Education
4	Netball and other Games	Life Skills

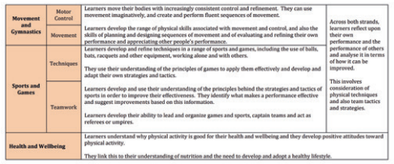
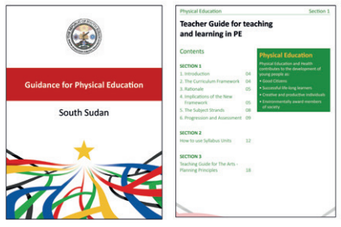
Primary 6		
Unit	**Title**	**Links**
1	Gymnastics – Range of Participation	Life Skills
2	Dance – Characters and Narrative	Life Skills
3	Offence and Defence in Games	Peace Education
4	Extending Skills for Games	Life Skills

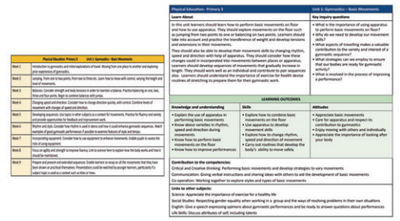
Primary 7		
Unit	**Title**	**Links**
1	Gymnastics – Refine and Control	Life Skills
2	Dance – Contrast and Repeat	Life Skills
3	Volleyball and other Games	Peace Education
4	Developing Skills for Matches	Life Skills

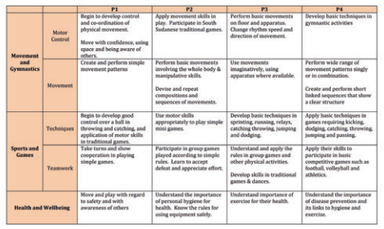
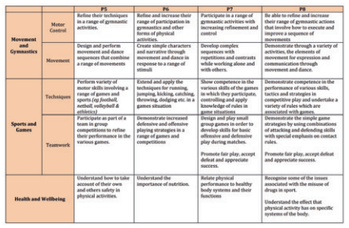
Primary 8		
Unit	**Title**	**Links**
1	Gymnastics – Movement Sequences	Life Skills
2	Dance – Express and Communicate	Life Skills
3	Handball and Other Games	Life Skills
4	Contact Rules and Strategy in Games	Peace Education

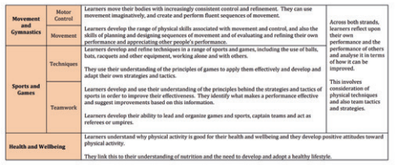
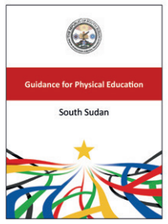
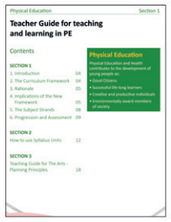
Presenting the Slides – Script

		Session 1
1		Welcome teachers to the session and ask them what sport they enjoy.
2		Remind teachers of what has been explored this week and ask them to tell you which subject this week they enjoy teaching the most and why.
3		Read the learning outcomes for this session and explain that the afternoon session will focus on a recap of the week and preparing for the school-based task.
4		Remind teachers of the learning outcomes for this week.

5	 **Movement and Gymnastics** – Motor Control: Learners move their bodies with increasingly consistent control and refinement. They can use movement imaginatively, and create and perform fluent sequences of movement. Movement: Learners develop the range of physical skills associated with movement and control, and also the skills of planning and designing sequences of movement and of evaluating and refining their own performance and appreciating other people's performance. **Sports and Games** – Techniques: Learners develop and refine techniques in a range of sports and games, including the use of balls, bats, racquets and other equipment, working alone and with others. They use their understanding of the principles of games to apply them effectively and develop and adapt their own strategies and tactics. Teamwork: Learners develop and use their understanding of the principles behind the strategies and tactics of sports in order to improve their effectiveness. They identify what makes a performance effective and suggest improvements based on this information. Learners develop their ability to lead and organise games and sports, captain teams and act as referees or umpires. **Health and Wellbeing**: Learners understand why physical activity is good for their health and wellbeing and they develop positive attitudes toward physical activity. They link this to their understanding of nutrition and the need to develop and adopt a healthy lifestyle. Across both strands, learners reflect upon their own performance and the performance of others and analyse it in terms of how it can be improved. This involves consideration of physical techniques and also team tactics and strategies.	These are the strands for PE. Give teachers a few minutes to look at them closely. Notice how these strands are organized slightly differently to the strands in the Arts. The column to the right encourages reflection across PE to evaluate performance and two of the strands are divided into 2 elements.
6	 Guidance for Physical Education South Sudan Physical Education Section 1 Teacher Guide for teaching and learning in PE Contents Physical Education SECTION 1 1. Introduction 04 2. The Curriculum Framework 04 3. Rationale 07 4. Implications of the New Framework 09 5. The Subject Strands 06 6. Progression and Assessment 09 SECTION 2 How to use Syllabus Units 12 SECTION 3 Teaching Guide for The Arts - Planning Principles 18	This is a picture of PE Guidance document. **Activity 1** Read the contents page to give teachers an idea of what is presented within it and then give teacher 10 to 15 minutes to read through the guidance making notes about what they think is important.
7	 Primary 2 1 Gymnastics – Movement Skills – Life Skills 2 Dance – Whole Body Movements – Life Skills 3 Mini Games – Peace Education 4 Games and Rules – Peace Education Primary 3 1 Gymnastics – Basic Movements – Life Skills 2 Dance – Using Shape – Life Skills 3 Dodging Techniques in Games – Life Skills 4 Applying Rules in Games – Peace Education Primary 4 1 Gymnastics – Basic Techniques – Life Skills 2 Dance, Structure and Shape – Life Skills 3 Techniques for Ball Games – Life Skills 4 Competing in Competitive Events – Peace Skills Primary 5 1 Gymnastics – Refining and Control – Life Skills 2 Dance – Combining Movement – Life Skills 3 Volleyball and Other Games – Peace Education 4 Netball and other Games – Life Skills Primary 1 1 Gymnastics – Range of Participation – Life Skills 2 Dance – Characters and Stories – Life Skills 3 Offence and Defence in Games – Peace Education 4 Extending Skills for Games – Life Skills Primary 2 1 Gymnastics – Refining and Control – Life Skills 2 Dance – Connect and Flow – Life Skills 3 Volleyball and other Games – Peace Education 4 Developing Skills for Matches – Life Skills Primary 3 1 Gymnastics – Education Dissonics – Life Skills 2 Dance – Dances and Communicate – Life Skills 3 Handball and Other Games – Life Skills 4 Contact Rules and Strategy in Games – Peace Education	This page lists all the Primary Syllabus units. Ask teachers to read through these in their Background Information and discuss where the strands might flow through the units.
8	**Physical Education: Primary 3 Unit 1: Gymnastics – Basic Movements** Week 1: Introduction to gymnastics and initial explorations of travel. Moving from one place to another and exploring prior experiences of gymnastics. Week 2: Jumping. From one to two points, from two to three etc. Learn how to move with control, varying the height and level of movements. Week 3: Balances. Consider strength and body tensions in order to maintain a balance. Practice balancing on one, two, three and four points. Begin to combine balances with jumps. Week 4: Changing speed and direction. Consider how to change direction quickly, with control. Combine levels of movement with changes of speed and direction. Week 5: Developing sequences. Use topics in other subjects as a context for movements. Practice for fluency and variety and provide opportunities for feedback and improvement work. Week 6: Rhythm and style. Consider how rhythm is used in dance and how it could enhance gymnastic sequences. Watch examples of good gymnastic performances if possible to examine features of style and tempo. Week 7: Incorporating equipment. Consider how to use equipment to enhance movements. Enable pupils to assess the risks of using equipment. Week 8: Focus on agility and strength to improve fluency. Link to science here to explain how the body works and how it should be maintained. Week 9: Prepare and present and extended sequences. Enable learners to recap on all the movements that they have been shown or practiced themselves. Presentations could be watched by younger learners, particularly if a subject topic is used as a context such as kites or trees.	This is Primary 3, Unit1, Gymnastics. Read it through to explore what takes place each week.

9	 Physical Education: Primary 3 Unit 1: Gymnastics – Basic Movements Learn About: In this unit learners should learn how to perform basic movements on floor and how to use apparatus. They should explore movements on the floor such as rolling, jumping, balancing and travelling and apparatus. Learners should take risks account and practice the safe balancing of weight and travelling forward and extensions in their movements. They should also be able to develop their movement skills by changing rhythm, speed and direction with help of apparatus. They should consider how these skills can be combined to create short sequences of movements. By the end learners should develop sequences of movements that gradually increase in length. They should work well as an individual and contribute to pair sequences and also as part of a small group. Finally learners should be able to develop their routines of stretching to prepare them for their gymnastic work. Key inquiry questions: • What is the importance of using apparatus to perform basic movements on floor? • Why do we need to develop our movement skills? • What aspects of travelling makes a valuable contribution to the variety and interest of a gymnastic sequence? • What should we can we employ to ensure that our bodies are ready for gymnastic activity? • How do I involved in the process of improving a performance? LEARNING OUTCOMES Knowledge and understanding: • Explain the use of apparatus in performing basic movements • Know about varieties in rhythm, speed and direction during movements • Know how to perform basic movements safely • Know how to improve performances Skills: • Explore how to combine basic movements on the floor • Use apparatus to develop movement skills • Explore how to change rhythm, speed and direction of movement • Explore how to develop control of the body's ability to move safely Attitudes: • Appreciate basic movements • Care for apparatus and respect its contribution to gymnastics • Work safely with others and individually • Appreciate the importance of looking after your body Contribution to the competencies: Critical and Creative thinking: Performing basic movements and develop strategies to vary movements Communication: Giving verbal instructions and sharing ideas with others to aid the development of basic movements Co-operation: Working together to explore styles and types of basic movements Links to other subjects: Science: Appreciate the importance of exercise for a healthy life Social Studies: Appreciate the importance of working in a group and the ways of resolving problems in their own situations English: Give a speech expressing opinions about gymnastic performances and be ready to answer questions about performances Life Skills: Discuss attributes of self, including talents	This is the Syllabus Unit itself for Gymnastics in P3 which the individual week tasks were taken from. Ask teachers to make links between these two documents.
10		Time for a break.

		Session 2
11	 **Movement and Gymnastics** – Motor Control: P1: Begin to develop control and co-ordination of physical movement. Move with confidence, using space and being aware of others. P2: Apply movement skills in play. Participate in South Sudanese traditional games. P3: Perform basic movements on floor and apparatus. Change rhythm speed and direction of movement. P4: Develop basic techniques in gymnastic activities Movement: P1: Create and perform simple movement patterns P2: Perform basic movements involving the whole body & manipulative skills. Devise and repeat compositions and sequences of movements. P3: Use movements imaginatively, using apparatus where available. P4: Perform wide range of movement patterns singly or in combination. Create and perform short linked sequences that show a clear structure **Sports and Games** – Techniques: P1: Begin to develop good control over a ball in throwing and catching, and application of motor skills in traditional games. P2: Use motor skills appropriately to play simple mini games. P3: Develop basic techniques in sprinting, running, relays, catching throwing, jumping and dodging. P4: Apply basic techniques in games requiring kicking, dodging, catching, throwing, jumping and passing. Teamwork: P1: Take turns and show cooperation in playing simple games. P2: Participate in group games played according to simple rules. Learn to accept defeat and appreciate effort. P3: Understand and apply the rules in group games and other physical activities. Develop skills in traditional games & dances. P4: Apply their skills to participate in basic competitive games such as football, volleyball and athletics. **Health and Wellbeing**: P1: Move and play with regard to safety and with awareness of others P2: Understand the importance of personal hygiene for health. Know the rules for using equipment safely. P3: Understand importance of exercise for their health. P4: Understand the importance of disease prevention and its links to hygiene and exercise.	P1 to P4. Read through the expected learning outcomes for one strand and discuss how they progress. Then read down through one year to see how strands are interrelated.
12	 **Movement and Gymnastics** – Motor Control: P5: Refine their techniques in a range of gymnastic activities. P6: Refine and increase their range of participation in gymnastics and other forms of physical activities. P7: Participate in a range of gymnastic activities with increasing refinement and control P8: Be able to refine and increase their range of gymnastic actions that involve how to execute and improve a sequence of movements. Movement: P5: Design and perform movement and dance sequences that combine a range of movements P6: Create simple characters and narrative through movement and dance in response to a range of stimuli P7: Develop complex sequences with repetitions and contrasts while working alone and with others. P8: Demonstrate through a variety of activities, the elements of movement for expression and communication through movement and dance. **Sports and Games** – Techniques: P5: Perform variety of motor skills involving a range of games and sports (eg football, netball, volleyball & athletics) P6: Extend and apply the techniques for running, jumping, kicking, catching, throwing, dodging etc. in a games situation P7: Show competence in the various skills of the games in which they participate, controlling and apply knowledge of rules in game situations P8: Demonstrate competence in the performance of various skills, tactics and strategies in competitive play and undertake a variety of rules which are associated with games Teamwork: P5: Participate as part of a team in games competitions to refine their performance in the various games. P6: Demonstrate increased knowledge and skill in playing strategies in a range of games and competitions P7: Design and play small games that are designed to develop skills for basic offensive and defensive play during matches. Promote fair play, accept defeat and appreciate success. P8: Demonstrate the simple game strategies by using combinations of attacking and defending skills with special emphasis on contact rules. Promote fair play, accept defeat and appreciate success. **Health and Wellbeing**: P5: Understand how to take account of their own and others safety in physical activities. P6: Understand the importance of nutrition. P7: Relate physical performance to healthy body systems and their functions P8: Recognise some of the issues associated with the misuse of drugs in sport. Understand the effect that physical activity has on specific systems of the body.	P5 to P8. Same as above.

13	 	Teachers will be familiar with this planning model that was used in the Arts yesterday. **Activity 2** Ask them to once again create one activity and select one learning outcomes that can be used to help them plan for PE. Remind them about the importance of incorporating an opportunity for learners to reflect on their performance.
14	  	This is a reminder of the progress that learners make through a sequence of learning activities. Often there is a 'feature' activity that learners work towards. Discuss different types of feature activities such as a competition, demonstration, performance etc.
15		Time for a lunch.

		Session 3
16	 	This session is a summary of all that has been explored this week. **Activity 3** Ask teachers to write notes next to each slide to highlight what they have learnt and then ask teachers in turn to volunteer to 'deliver' this session, summarizing each slide.
17	 Mathematics is a logical subject which deals with numbers and symbols and their relationships expressed in rules. It is reflected in all subjects and particularly sciences. Mathematics equips learners with knowledge, skills and attitude in computation, constructions and model-making, enabling them to contribute to rapid technological growth and socio-economical development through their confidence in problem solving in real life situations.	
18		
19	 What 'Social Studies' can you see here?	

20

History How the past has produced the present		Learners explore the past of their locality and the wider world. They find out some of the key events and people who have shed our history. They recognise the impact of the past on the present. They learn to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied. They use a range of primary sources where possible to carry out their own investigations and evaluate interpretations made by others.
Geography How we live in the world around us	Physical	Learners explore the physical world around them and recognise the impact this has on the way we live. They find out about different ways in which communities are linked and depend on each other.
	Human, economic and environmental	They carry out field-work, and collect record and present evidence. They analyse evidence and draw conclusions. They use, make and interpret maps at different scales.
	Map skills	Learners recognise the possible impact of climate change and appreciate the need for sustainability.
Citizenship How we live together in society	Civics	Learners should know about some of the methods and institutions that enable communities to organise themselves and make decisions They should recognise the patterns in communities, cultures and places, and how these have changed and developed over time.
	Advocacy	They should take part in community projects and learn first-hand how communities are run, and how decisions are made
	Active Citizenship	Citizenship is more than a statutory subject. Its skills and values will enhance democratic life for us all, both rights and responsibilities , beginning in school, and radiating out.
Peace Education and Human Rights How we can live peaceably together		Learners should find out about the strategies that are used to promote peace and harmony. They should know about different sorts of rights such as Constitutional and Human rights. They should be aware of the importance of HIV/AIDS and STIs and the need to promote gender equality. They should build their own skills of peaceful living and conflict resolution and be committed to peace and reconciliation.

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Scientific Method

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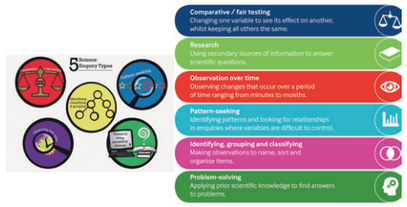

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The Arts

Strand	Description
Participation in the Visual Arts & Craft	Learners express their ideas and imaginations through line, pattern, colour, texture, form and composition. They experiment with a variety of materials and media, including ICT, to produce their own work, in two and three dimensions. They develop skills in a range of techniques, media and applications, and select the ones most appropriate for the task. They learn to appreciate the work of others from their own and other cultures. Older learners progress to more commercial forms of design such as graphic and textile. Learners make their own designs and models using a variety of materials. They refine and improve their designs, building on their experience. They become familiar with traditional crafts as well as modern craft techniques. They use ICT to create and aid design where possible.
Participation in Music and Dance	Learners learn to appreciate music and dance from their own and other cultures. They develop their own performance skills in singing, dancing and in the use of instruments, using ICT where appropriate. They work individually and with others. They experiment with their own compositions and develop ways of communicating their ideas. They participate in traditional festivals.
Participation in Drama	When studying drama, learners work in role with others to explore areas of personal interest and enjoyment as well as issues of personal, social and global concern. They devise performances for each other, the school and the wider community, and respond to live and recorded professional performances. They use ICT (video and sound) wherever possible, and study the techniques used in film and TV.
Critical Appreciation of the Arts	Learners should learn to enjoy and appreciate the arts in all forms. They should think critically about their own and others' performance and products in order to develop critical appreciation the quality of performance and also to understand how quality could be improved.

25

The process is:
- **Investigate** - find out about how similar artistic works were done
- **Design** - develop their own ideas and try them out
- **Create** - produce their own artistic work
- **Evaluate** - think critically about the effectiveness of their work

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Create one example for each principle.

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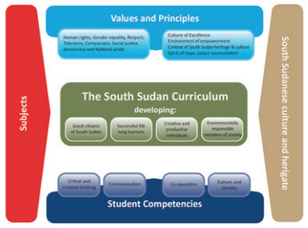
28		
29		Time for a break.

		Session 4
30	**Course 6 School-based Activity** **Plan, implement and evaluate** a series of learning activities that take learning beyond the textbooks for one subject from Course 6. Participants my chose any unit from a subject covered on the course. The activities planned should enhance those a unit of a textbook but involve extra activities that are not in the textbook. Where possible, participants should work with a colleague to observe the activity being implemented and discuss how it went. **Course 6 Assessment Requirements** After implementing the learning activity, the participant will submit a portfolio that contains the: • Learning outcomes sought and how these relate to the subject • Learning activities planned to enable learners to meet these outcomes • How the activities relate to the textbook • Resources that will be needed • The relationship to the learning theories studied • The challenges anticipated and how these will be overcome • An evaluation of the activities in terms of how well the learning outcomes were achieved.	Having reviewed what has been learnt this week, teachers should begin to plan their school-based task. Read together a description of the task and ask questions in relation to the task to check that all teachers know what they should do.
31	**Distinction** The portfolio covers each of the requirements very effectively. Learning outcomes in terms of the subject are clearly defined and the activities planned to enable learners to attain these outcomes are well explained. Possible challenges are clearly identified and solutions are put forward. The evaluation explains clearly the participation of learners, problems encountered and the solutions found. The effectiveness of the activities is evaluated clearly and effectively in terms of attaining the learning outcomes. **Credit** The portfolio covers each of the requirements effectively. Learning outcomes are defined and some activities are planned to enable learners to attain these outcomes. There is an attempt to relate these activities to the learning theory. Some possible challenges are identified and some solutions are put forward. The evaluation mentions the participation of learners, problems encountered and any solutions found. An attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes. **Re-submit** The portfolio does not cover the requirements. Learning outcomes are not defined sufficiently clearly, and activities are not planned to enable learners to attain these outcomes. There is little attempt to relate these activities to the learning theory. Possible challenges are not identified and solutions not put forward. The evaluation is not effective in mentioning the participation of learners, problems encountered and any solutions found. Little attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes.	Read through the descriptions of awards for this task. Look in particular at the difference between 'Re-submit' and 'Credit'. **Activity 4** Give teachers some time to begin planning their school-based task. Which subject will teachers choose and why? How will learning enhance what is in the textbook or in the syllabus?

32	 *Shilluk South Sudanese Wise Woman* is a painting by Gloria Ssali	To finish the week, discuss what we mean my 'wisdom'. Is it offering light to another? How can we become wise teachers?
33		Finally – this is a picture of the 'ripple effect'. The drop in the middle is the learning experience for teachers this week. How will they create a ripple effect and share what they have learnt with others? Ask teachers in turn to describe the one thing that they will share with another teacher when they return to their school.
34	**End of the Week.** **Thank you!** **Next Course:** **Inclusion and Course Review** 	Thank teachers for the commitment this week. In the next and final course, we will explore Inclusion as well as developing a summary of professional development throughout this 8 course programme.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