

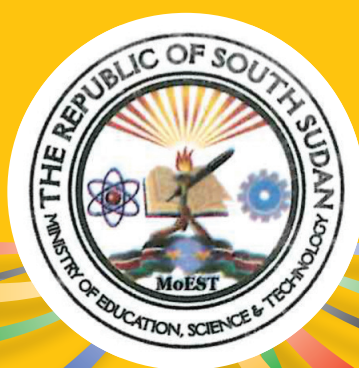
CPD QTS MATERIALS

Workbook for Teachers

Part Time In-Service QTS Programme
Professional Studies

Course 6: Learning Areas & Subjects (2)
(5 days, 1 Credit)

South Sudan



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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.	

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 may choose any unit from a subject covered on the course. The activities planned should enhance those in 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.

Course 6: Learning Areas and Subjects (2)

Module 1: Maths

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

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

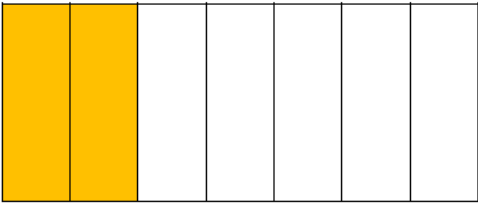
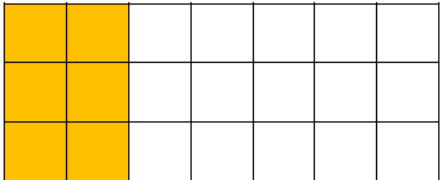


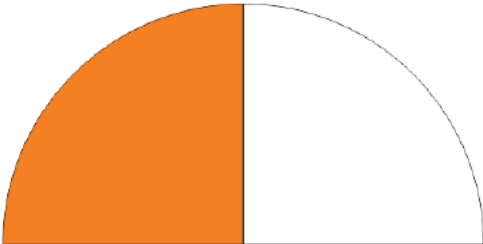
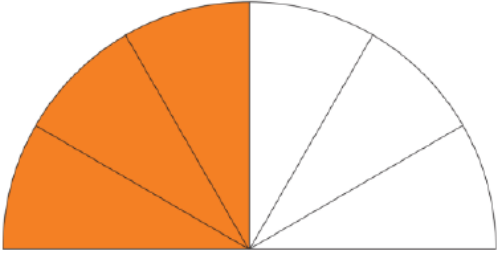
Session	Content
1	<ul style="list-style-type: none">• Activity 1 – Work in groups of 6 to 8 to create a game or rhyme based on this photograph that could help learners develop their mathematics. Write down the rhyme or describe the game here, explaining what aspects of maths are being developed.
2	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

Examples for Activity 5

 **Activity 4**

Work in pairs.

What are the equivalent fractions shown in the pictures?

<p>1.</p>  $\frac{2}{7}$	
<p>2.</p>  $\frac{3}{4}$	
<p>3.</p>  $\frac{1}{3}$	

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?

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

2. David is paid a salary of 10000 South 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?

$$\begin{aligned}\text{Commission} &= 2/100 \times 30000 \\ &= 600 \\ \text{Total salary} &= 10000 + 600 \\ &= 10600 \text{ South Sudanese Pounds.}\end{aligned}$$

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

Session 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.

Session 2

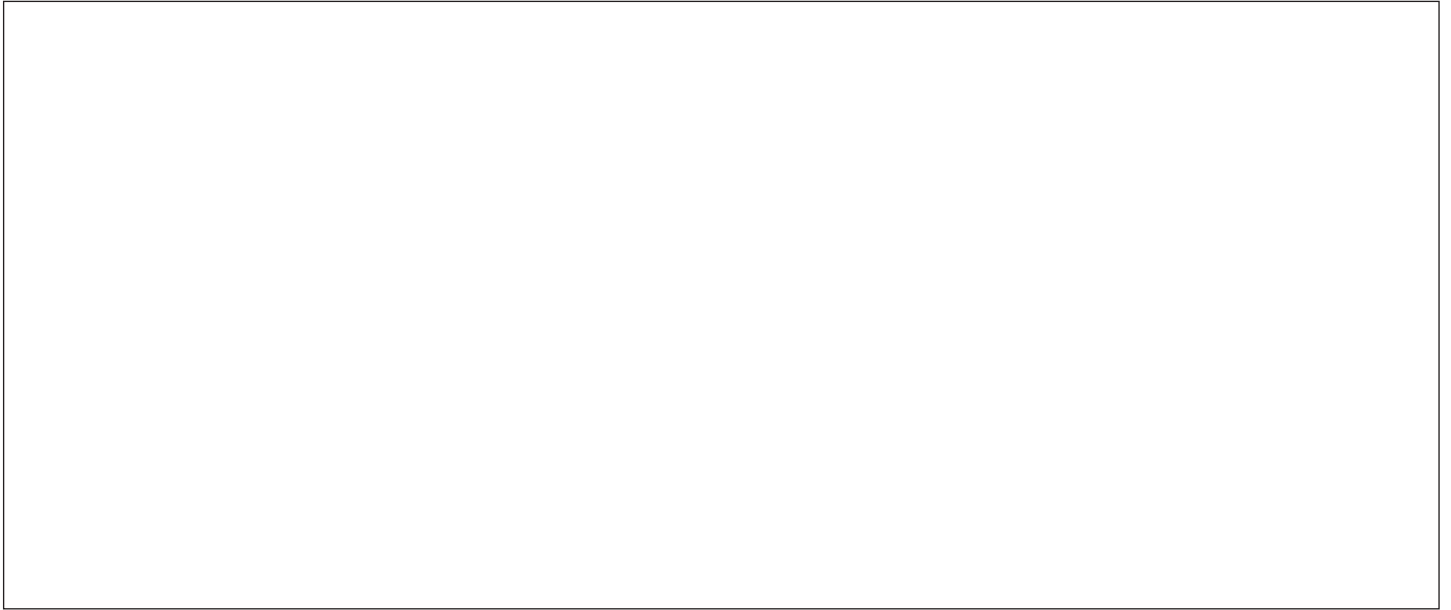
Activity 2

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?

Session 3

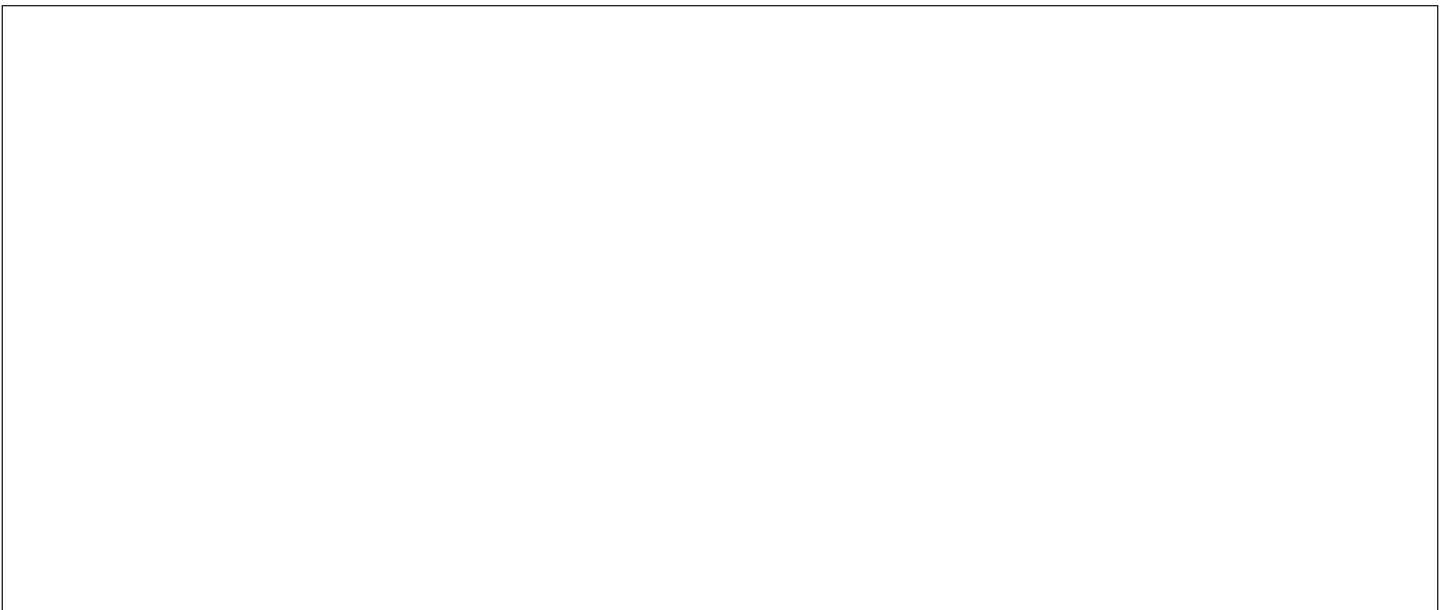
Activity 3

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.



Session 4

Activity 5





Module 2: Social Studies

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

Course 6: 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.

Outline

Session	Content
1	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Activity 2 – Prepare a presentation to describe one strand in more detail. Consider making your presentation interactive.
3	<ul style="list-style-type: none">• Activity 3 – Find some good examples of where cross-cutting issues are integrated into the textbooks.
4	<ul style="list-style-type: none">• 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 shaped 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.
	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 recognize 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.	

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.

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.

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

Pair work

1. Decision making is a very important life skill in our life. Give reasons.
2. Have you ever been in a situation where 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

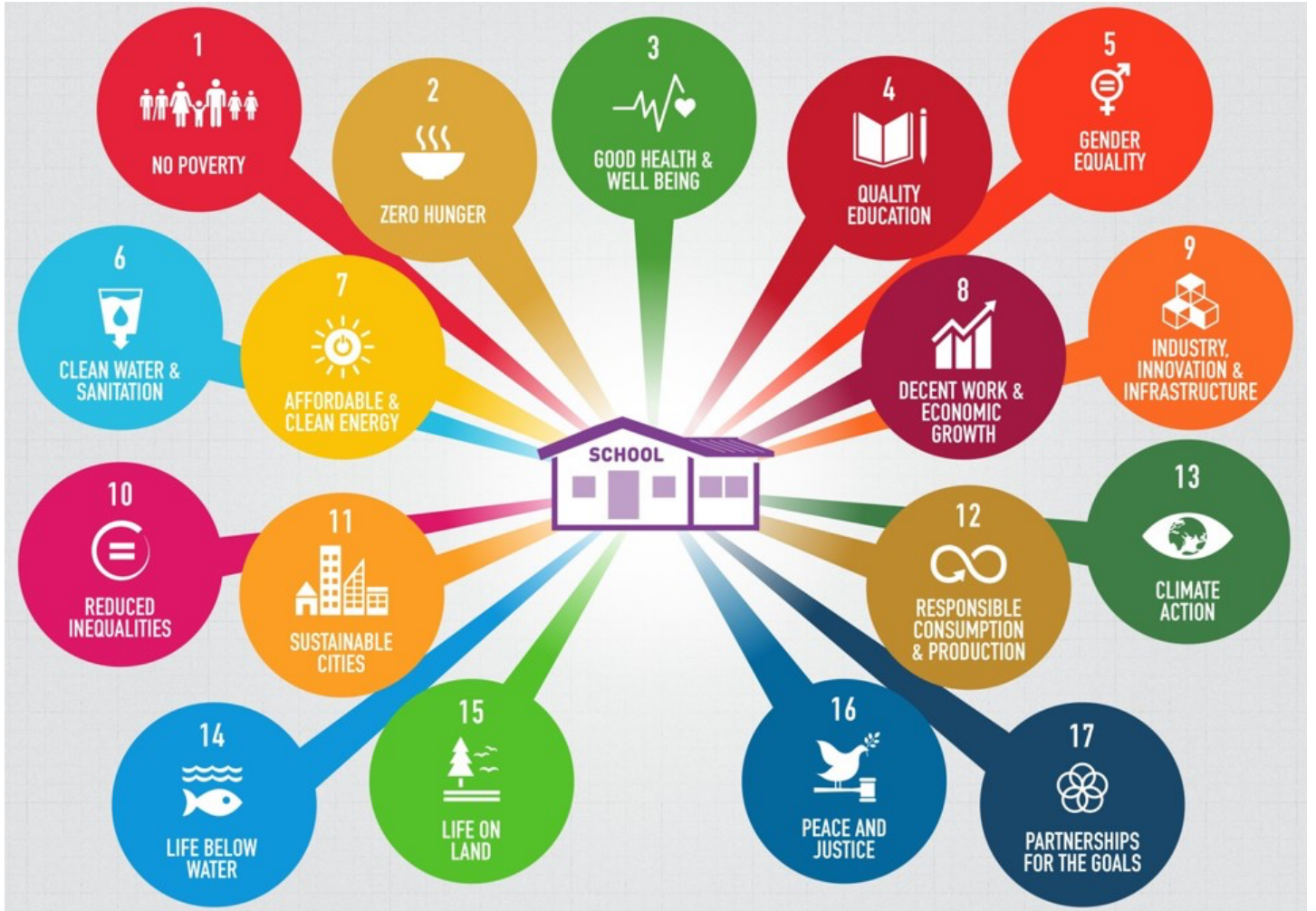
All debates start with a topic, or an issue. Often, this issue is a proposed course of action that one team will argue for and another will argue against. Choose a topic to which learners can relate and perhaps one with practical application.



"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)



Session 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.

Session 2

Activity 2

Prepare a presentation to describe one strand in more detail.
Consider making your presentation interactive.

Session 3

Activity 3

Find some good examples of where cross-cutting issues are integrated into the textbooks.

Session 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.





Module 3: Science

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

Course 6: 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.

Outline

Session	Content
1	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Activity 4 – Create a symbol for each aspect of the 7 scientific approaches promoted in the Science Syllabus.
4	<ul style="list-style-type: none">• 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!

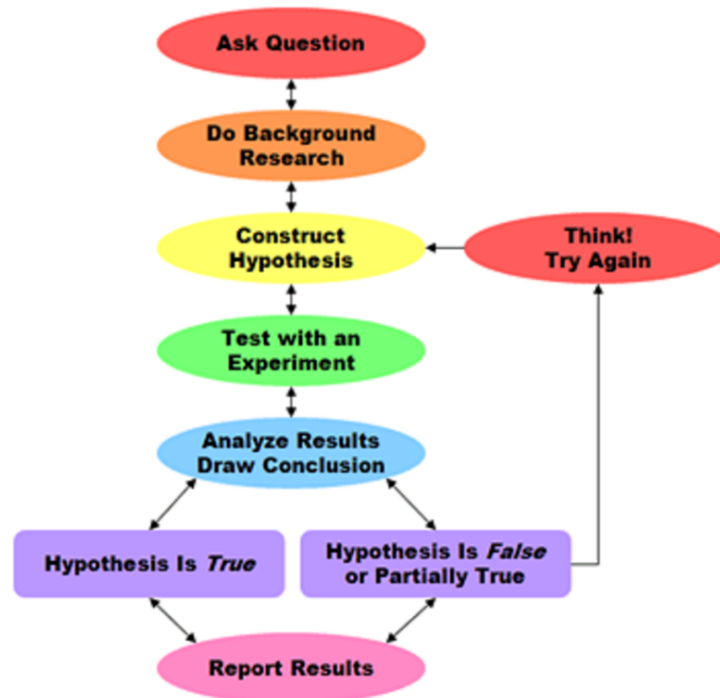
Background information

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.

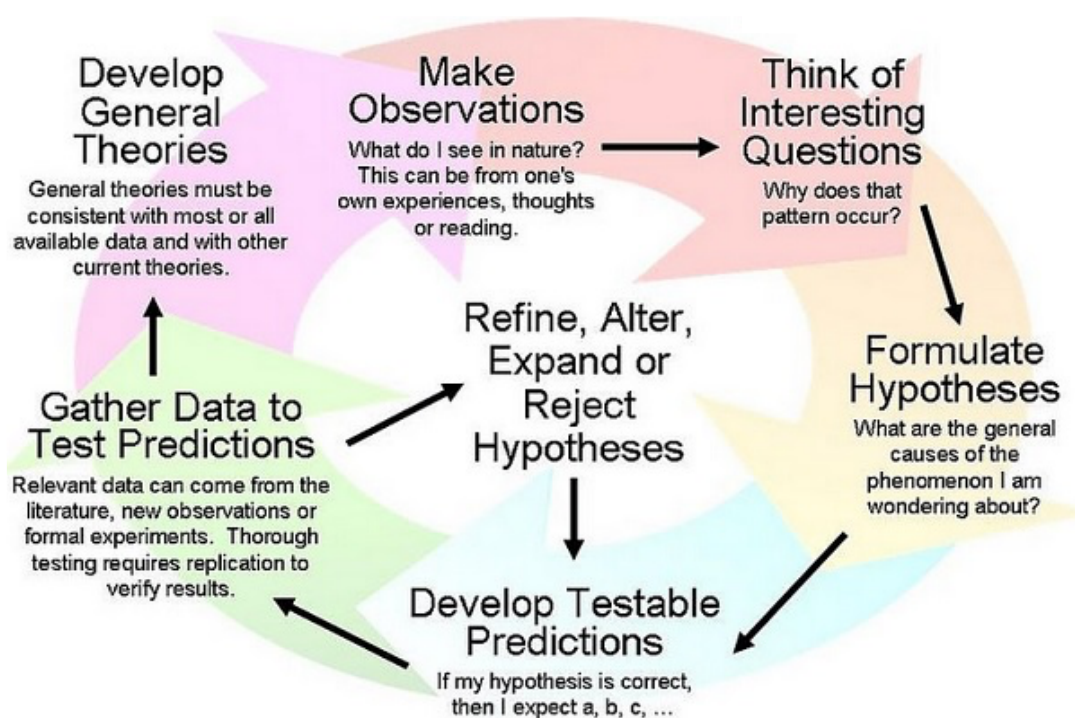
In all strands, learners should be developing a scientific approach by:

- 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 an 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

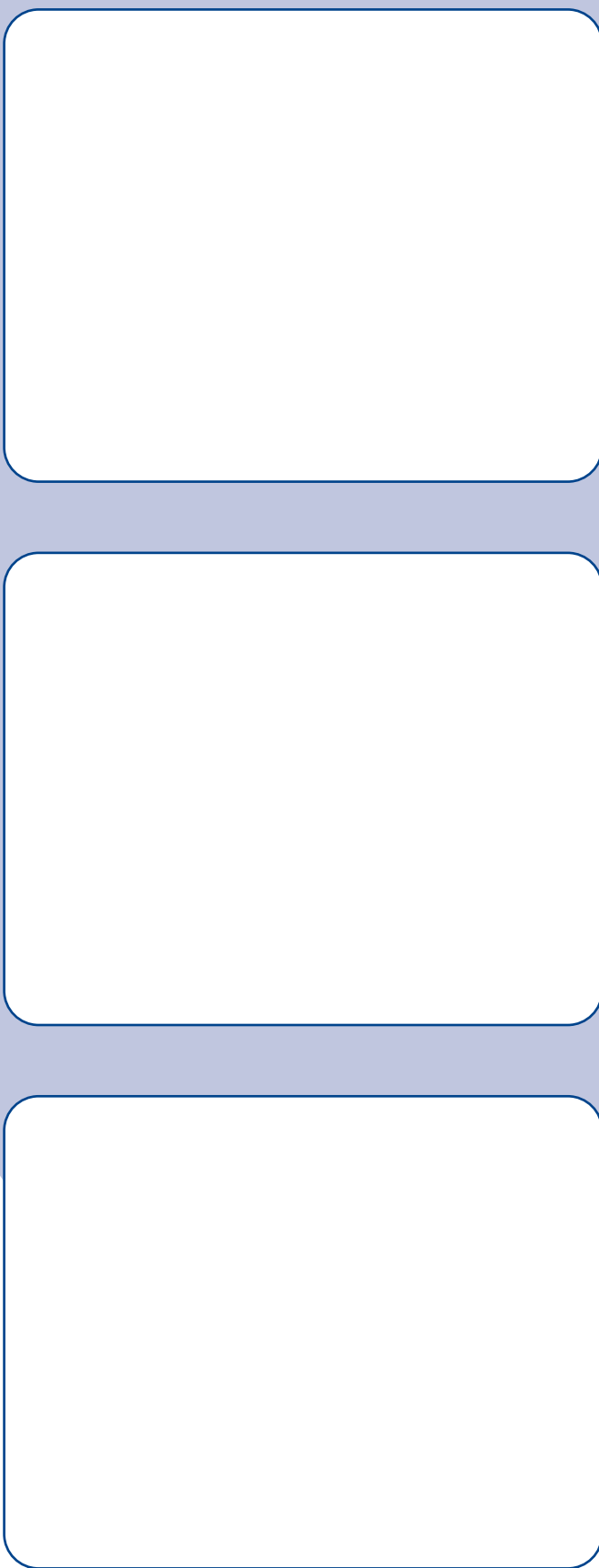
Applying prior scientific knowledge to find answers to problems.



Session 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.

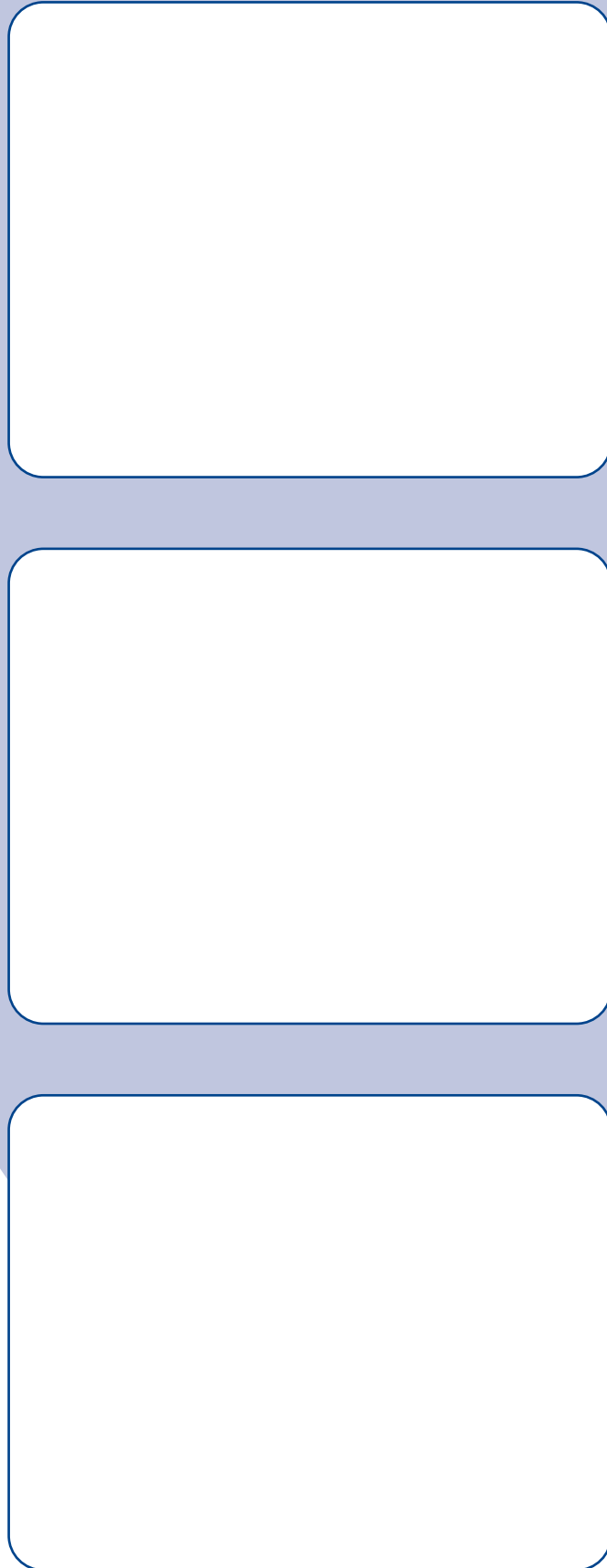


The diagram area consists of three vertically stacked, empty rounded rectangular boxes with blue borders. These boxes are contained within a large, light blue arrow that points downwards, symbolizing progression. The arrow's shaft is a vertical bar, and its head is a large triangle at the bottom. The boxes are positioned within the shaft of the arrow.

Session 2

Activity 2

Choose a different strand and 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.

Session 3

Activity 4

Create a symbol for each aspect of the 7 scientific approaches promoted in the Science Syllabus.

Session 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.





Module 4: The Arts

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

Module 4: The Arts

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

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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Activity 3 – Using the blank templates create two of your own examples to illustrate these two approaches to planning.
3	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<p>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.</p> <p>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.</p>
Participation in Music and Dance	<p>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.</p>
Participation in Drama	<p>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.</p>
Critical Appreciation of the Arts	<p>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.</p>

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 together	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
<p>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.</p> <p>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.</p>		<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Know about different materials for drawing • Know how to describe a picture • Know how to improve own work and the work of others 	<ul style="list-style-type: none"> • Investigate types of local materials for drawing • Investigate color, texture and form in pictures 	<ul style="list-style-type: none"> • Appreciate pictures as an art form • Enjoy exploring pictures and images • Enjoy making original art forms
<p>Contribution to the competencies:</p> <p><u>Critical and Creative thinking</u>: Evaluate different suggestions for improvement to own artwork</p> <p><u>Communication</u>: Sharing and expressing ideas through picture making</p> <p><u>Culture</u>: Build an understanding of South Sudanese heritage by exploring art forms in own locality</p>		
<p>Links to other subjects:</p> <p>Social Studies: Explore patterns and pictures associated with rituals and festival practised by people in their village</p> <p>Mathematics: Making patterns using geometrical shapes</p> <p>Science: Using visual senses to explore the world</p> <p>Environment and Sustainability: Know the importance of caring for the environment</p>		

The Arts: Primary 2 Unit 4: My Pictures

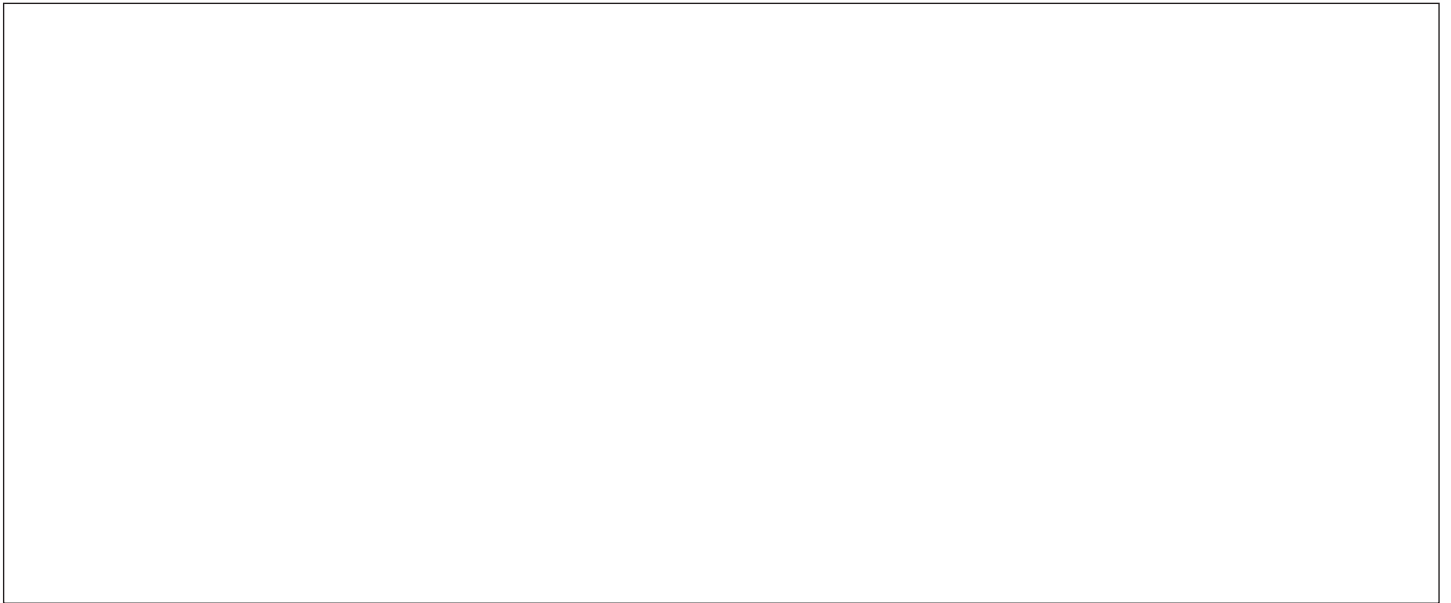
The Arts: Primary 2 Unit 4: My Pictures	
Week 1	Learners are introduced to a range of art created by other people and encouraged to consider the compositional and stylistic choices made by the artist.
Week 2	Learners consider aspects of their surroundings and environment they might use to create their 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
<p>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.</p>		<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>Contribution to the competencies:</p> <p><u>Critical and Creative thinking:</u> Evaluating performances and investigating robust strategies for character development</p> <p><u>Communication:</u> Sharing stories and ideas coherently and listening to speech in a variety of forms</p> <p><u>Culture:</u> Value diversity and respect people of different races, faiths communities and cultures, illustrating this is drama where possible</p>		
<p>Links to other subjects:</p> <p>Social Studies: Be aware of the need to promote gender equality and look for opportunities in drama to illustrate this</p> <p>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</p> <p>Life Skills: Be aware of the harmful effects of drugs and substance abuse</p>		

Session 1

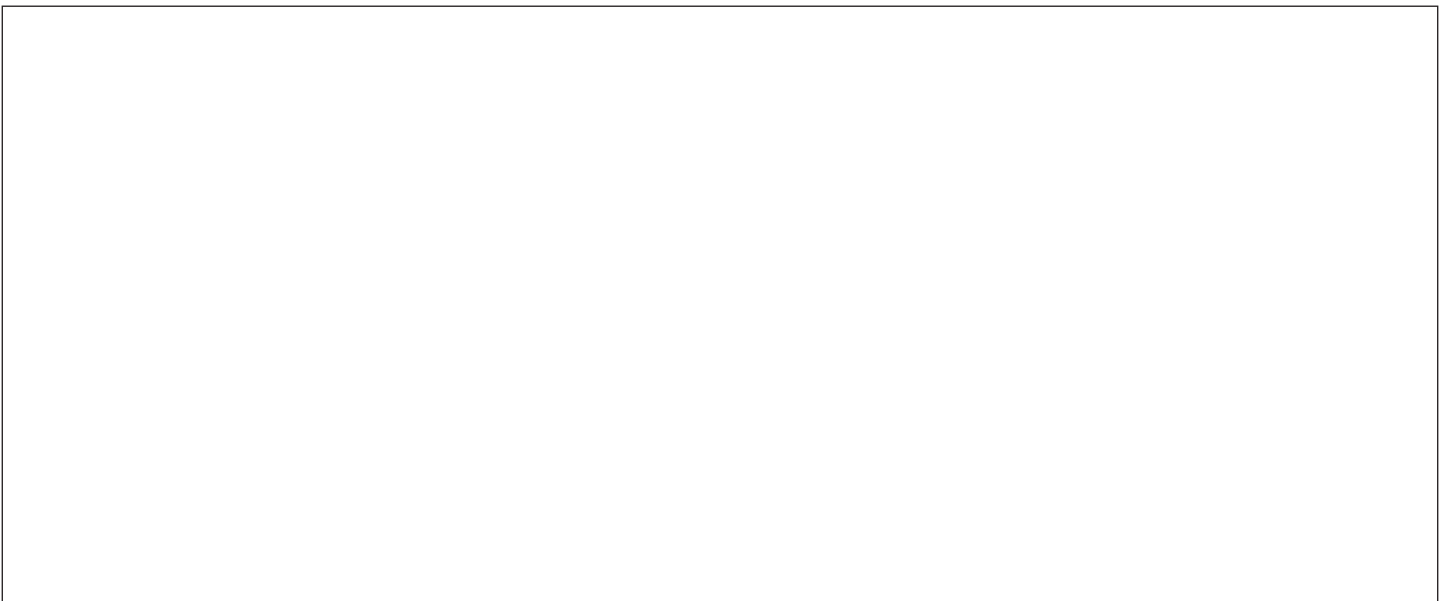
Activity 1

Create a picture or pattern using these scientific shapes and symbols.



Activity 2

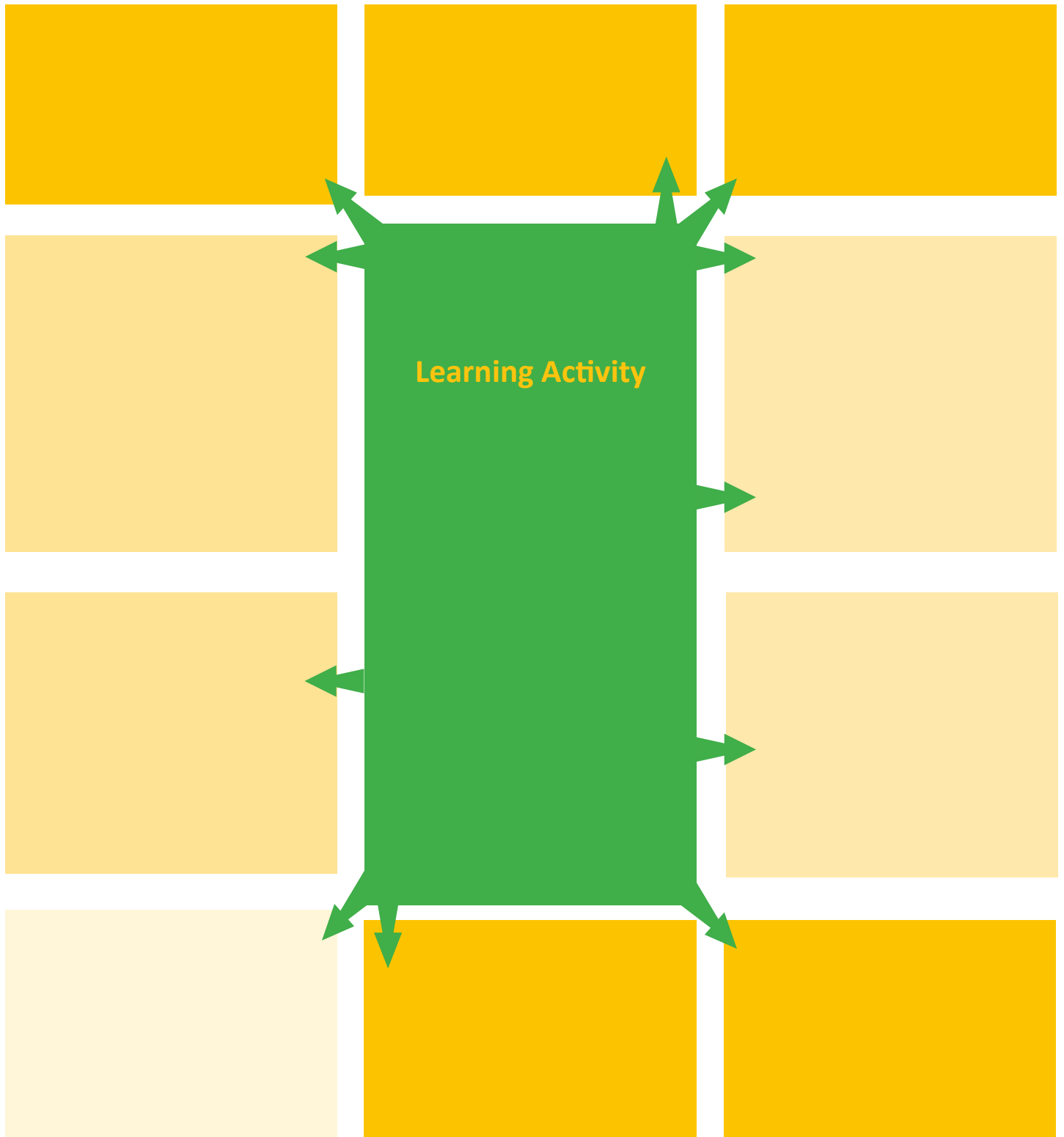
Design a chart or diagram to illustrate the key features of the artistic process. Once again discuss whether it is a linear process or a circular one.

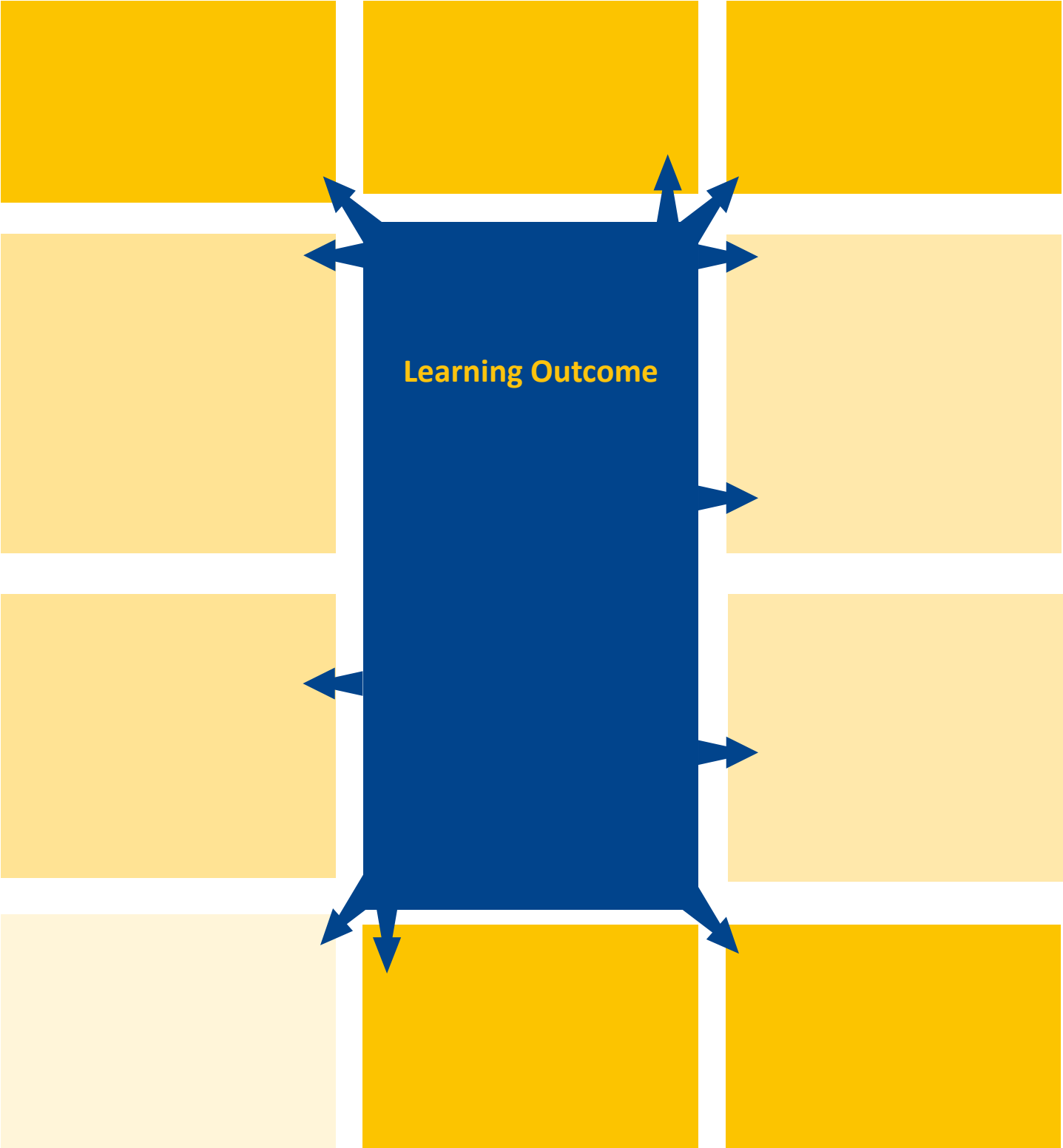


Session 2

Activity 3

Using the blank templates create two of your own examples to illustrate these two approaches to planning.





Session 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. Draw a simple sketch here of the character that you create using natural materials.

Session 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.

The Arts Primary 7 Unit 2: Characters Work Together	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Etc	



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.

Course 6: Learning Areas and Subjects (2)

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.

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	<ul style="list-style-type: none">• Activity 1 – Read through the guidance making notes about what you think is important.
2	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Activity 3 – Write notes next to each slide to highlight and summarise key features of what you have learnt this week.
4	<ul style="list-style-type: none">• 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.	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	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 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 learners 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 learners 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 be delivered in as practical a 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
<p>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.</p> <p>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 be 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.</p>		<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>Contribution to the competencies:</p> <p>Critical and Creative thinking: Performing basic movements and develop strategies to vary movements</p> <p>Communication: Giving verbal instructions and sharing ideas with others to aid the development of basic movements</p> <p>Co-operation: Working together to explore styles and types of basic movements</p>		
<p>Links to other subjects:</p> <p>Science: Appreciate the importance of exercise for a healthy life</p> <p>Social Studies: Respecting gender equality when working in a group and the ways of resolving problems in their own situations</p> <p>English: Give a speech expressing opinions about gymnastic performances and be ready to answer questions about performances</p> <p>Life Skills: Discuss attributes of self, including talents</p>		

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

Session 1

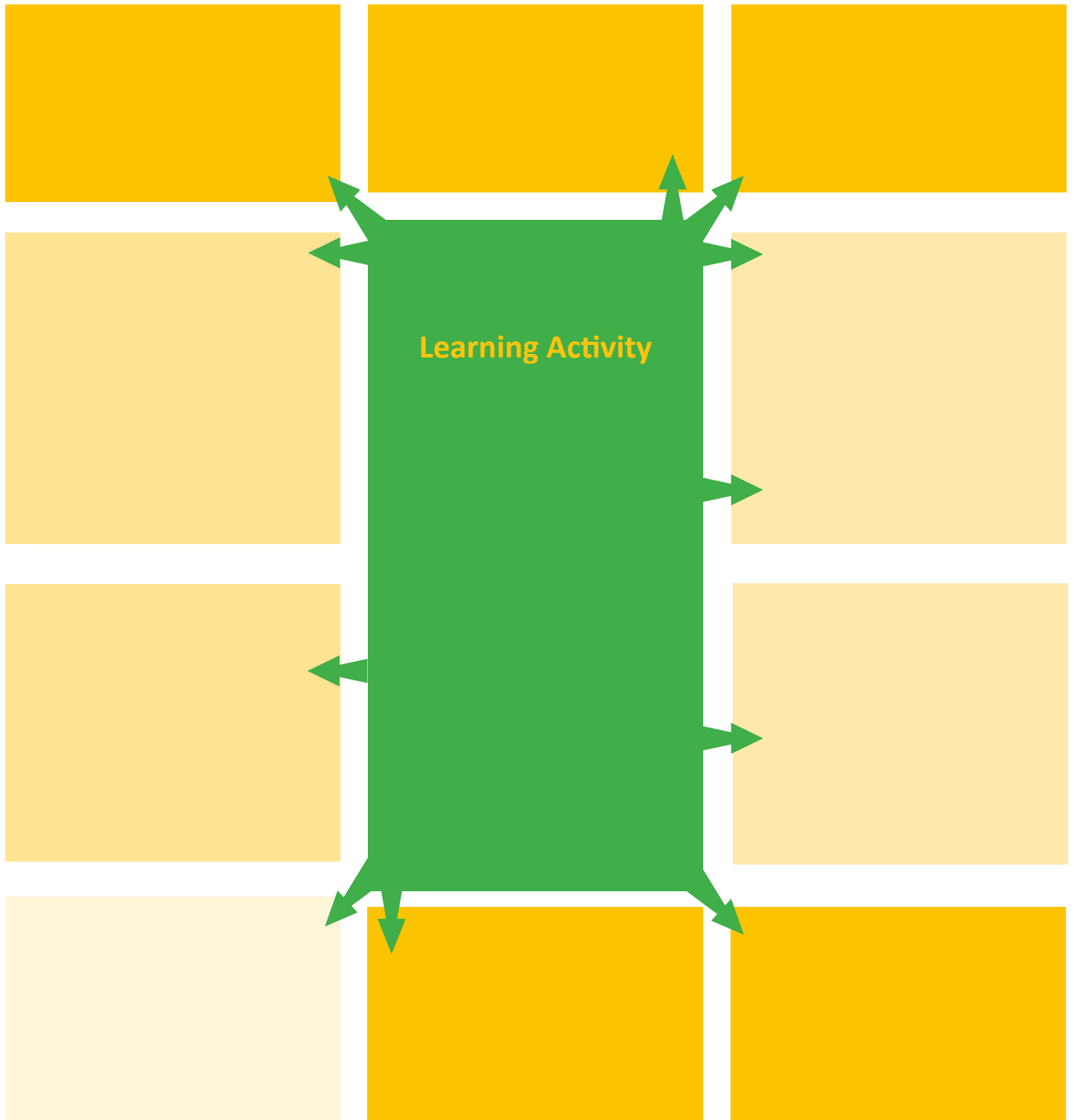
Activity 1

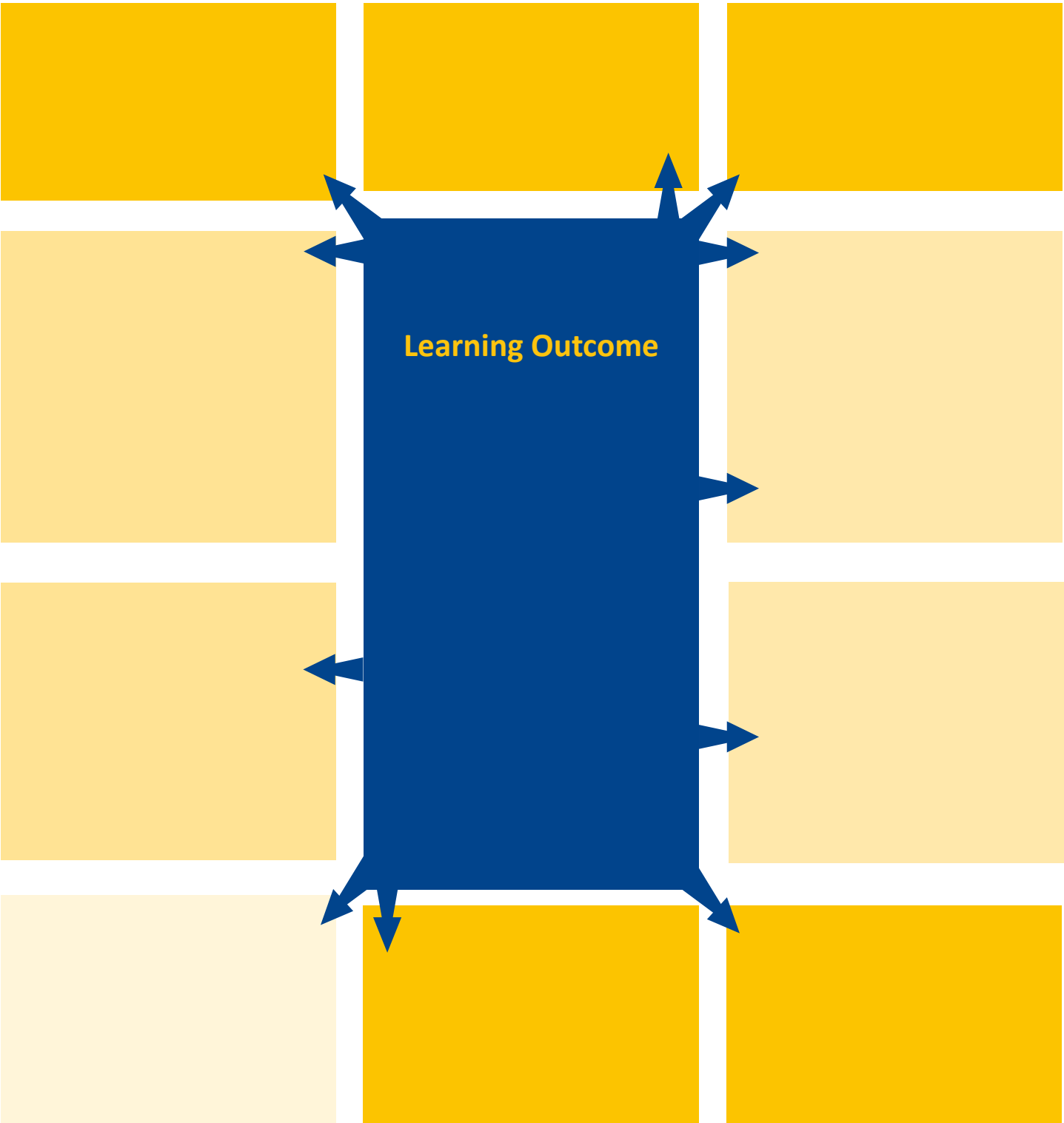
Read through the guidance making notes about what you think is important.

Session 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.





Session 3

Activity 3

Write notes next to each slide (16 to 28) to highlight and summarise key features of what you have learnt this week.

16		
17	 <p>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.</p> <p>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.</p>	
18		
19	 <p>What 'Social Studies' can you see here?</p>	

20	<table><tr><td>History How the past has produced the present</td><td>Learners explore the past of their locality and the wider world. They find out some of the key events and people who have shaped 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.</td></tr><tr><td>Geography How we live in the world around us</td><td>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 recent 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.</td></tr><tr><td>Citizenship How we live together in society</td><td>Choice 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.</td></tr><tr><td>Peace Education and Human Rights How we can live peacefully together</td><td>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.</td></tr></table>	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 shaped 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 recent 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	Choice 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 peacefully 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.	
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 shaped 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 recent 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	Choice 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 peacefully 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.									
21	<div><h3>Scientific Method</h3><p>The Scientific Method as an Ongoing Process</p></div>									
22	<div><p>Comparative / fair testing Changing one variable to see its effect on another, whilst keeping all others the same.</p><p>Research Using secondary sources of information to answer scientific questions.</p><p>Observation over time Observing changes that occur over a period of time ranging from minutes to months.</p><p>Pattern-seeking Identifying patterns and looking for relationships in enquiries where variables are difficult to control.</p><p>Identifying, grouping and classifying Making observations to name, sort and organise items.</p><p>Problem-solving Applying prior scientific knowledge to find answers to problems.</p></div>									
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The Arts

Strand	Description
Participation in the Visual Arts & Craft	<p>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 graphics and textiles.</p> <p>Learners make their own designs and models using a variety of materials. They learn to 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 designs where possible.</p>
Participation in Music and Dance	<p>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.</p>
Participation in Drama	<p>When studying drama, learners work in role with others to explore areas of personal interest and experience as well as issues of personal, social and global concern. They discuss 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, study the techniques used in film and TV.</p>
Critical Appreciation of the Arts	<p>Learners should learn to enjoy and appreciate the arts in all forms. They should think critically about their own and other's performance and products in order to develop critical appreciation the quality of performance and also to understand how quality could be improved.</p>

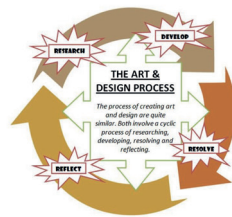
The Arts

Standards	Description
Participation in the Visual Arts & Craft	<p>Learners express their ideas and imaginations through ideas, patterns, colors, textures, form and composition. They experiment with a variety of materials and media. <i>Visual Arts & Craft</i> is produced by their own ideas. They develop skills and techniques of drawing, painting, sculpture and design. They learn to use their own ideas and imagination, and select the most effective medium for their work. They learn to appreciate the works of others from their own and other cultures. They learn to use their own designs and models using a variety of materials. They <i>refine</i> and <i>improve</i> their designs, building on their experiences. They become familiar with traditional crafts as well as modern craft techniques. They learn to <i>create</i> and <i>add</i> design where possible.</p>
Participation in Music and Dance	<p>Learners learn to appreciate music and dance from their own and other cultures. They develop their own performance skills in singing, dancing and playing of instruments, using their own ideas and imagination. They learn to use their own ideas and imagination to create music and composition and develop ways of communicating their ideas. They participate in traditional, contemporary and modern music and dance.</p>
Participation in Drama and Theatre Arts	<p>Learners learn to appreciate drama and theatre arts from their own and other cultures. They learn to use their own ideas and imagination to create drama and theatre arts. They develop performance for each other, the school and the wider community, and respond to live and recorded professional drama and theatre arts. They learn to use their own ideas and imagination to create drama and theatre arts as well as in terms of personal, social and global concerns. They develop performance for each other, the school and the wider community, and respond to live and recorded professional drama and theatre arts.</p>
Critical Appraisal of the Arts	<p>Learners should learn to value and appreciate the arts in all its forms. They should think critically about their own and others' performance and products in order to develop critical appreciation of the quality of performance and taste and understand how quality could be improved.</p>

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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.



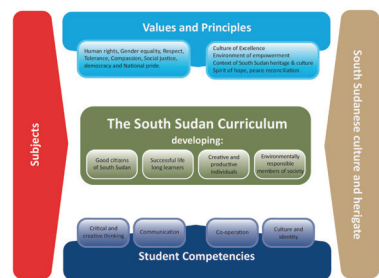
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The diagram illustrates the components of Pedagogical Content Knowledge (PCK) as a central concept surrounded by six related areas:

- Teaching skills & Methods
- Knowledge of the subject matter
- Assessment and Evaluation
- Teaching and Learning Environment
- Teachers Professional Ethics and Code of Conduct
- Professional Development

The central circle, labeled **Knowledge of the learners**, overlaps with all six surrounding circles, indicating its foundational role in PCK.





Session 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?



