A Guide to Implementing the New Curriculum for Community Girls Schools (CGS)

South Sudan
Contents

Section 1: Introduction p.4

Section 2: The CGS Syllabus p.6

Section 3: Inclusion, Special Educational Needs and Gender Equity p.13

Section 4: Teaching Approaches for CGS p.14

Section 5: Principles of Planning for CGS p.15

Section 6: Assessment p.18

Section 7: Examples A: Assessment opportunities in CGS Syllabus Units p.20

Section 8: Examples B: Three Principles of Planning p.26
Section 1: Introduction

The new curriculum for South Sudan provides schools with an opportunity to shape their curriculum to meet the needs and interests of their local community, as well as the ambitions for the nation. The vision for the new curriculum is underpinned by four key aims, outlined below. These define what the nation wants its young people to be by the time they leave education.

**Good citizens of South Sudan who are:**
- Patriotic and proud of their rich culture and heritage
- Active participants in society for the good of themselves and others
- Committed to unity, democracy, human rights, gender equity, peace and reconciliation
- Ready to take their place as global citizens, proud of South Sudan’s role and position in the world.

**Successful life-long learners who are:**
- Literate, numerate and keen to learn
- Able to learn independently and with others
- Proficient in the key competencies
- Committed to life-long learning.

**Creative, confident and productive individuals who are:**
- Enterprising and creative problem-solvers
- Willing to exert the effort that is necessary to success
- Able to relate well to others, and understand others’ concerns and needs
- Diligent, resilient and persistent in their attitude to work.

**Environmentally responsible members of society who are:**
- Committed to sustainable forms of development
- Aware of the fragility of the environment, and the importance of environmental sustainability to life and prosperity
- Appreciative of the need for everyone to work together to preserve the environment for the common good and for future generations.

To achieve the ambitions of the country, the new curriculum has been designed to:
- Be vibrant and dynamic
- Challenge all learners
- Stimulate and inspire
- Be inclusive and provide for all learners, whatever their needs, background or ambitions
- Excite imaginations, raise aspirations and widen horizons.

Teachers in Community Girls Schools will need to get to know the key features of the new curriculum like any other teacher across the country. They will need to understand and be able to: apply key principles in curriculum planning; adapt their teaching style to meet new approaches in assessment; get to know the new content as set out in the new syllabus.

The Curriculum Framework document sets out in detail the features of the new curriculum and should be used in conjunction with this guide. This guide includes a summary of new curriculum features, in order to highlight the implications of the new curriculum for Community Girls Schools. It also outlines:
- What is to be taught (syllabus units)
- Relevant and appropriate teaching approaches (pedagogy)
- How learning should be monitored (assessment) to ensure progress for all learners.
Target Audience and Purpose

The AES (Alternative Education Systems) Implementation Guide (2013) states:

This (CGS) programme provides quality basic education for girls aged 8-12 in villages that have no schools. It covers the lower cycle of primary education in three years and prepares girls to enrol in primary 5 in nearby primary schools. Although priority is given to girls, boys can make up 30% of the classes.”

CGS is characterized by:

- a condensed syllabus
- a faster learning process
- targeting marginalised female learners
- flexibility in the learning process and calendar

In addition to the aims of the new National Curriculum as set out in the Curriculum Framework and quoted above, CGS have the following specific aims as directed by the AES Implementation Guide:

The main objectives for CGS in South Sudan are:

- Increasing girls’ access to education in rural areas where there is little or no education opportunity for the girl-child.
- Increased access to quality primary education for poor and marginalized girls and boys in South Sudan.
- Creating learning opportunities for girls with physical disability.
- Advocates for marginalised girls and boys to enrol in CGS classes as a transitional process for children to join formal education at primary 5.
- Provide learners with opportunities to acquire desirable knowledge, skills, values and attitudes.
- Create a learning environment that will encourage learners to develop logical thought and critical judgment.
- Encourage parents and communities to support and participate in the provision of basic education.
- Poor and marginalized girls and boys who complete primary 1-4 of quality education, are more equipped to access and continue the upper grades of government primary education.
- Local women are recruited, trained and are continuously developing their skills as para professional teachers, benefiting financially, and developing increasing influence and status in communities.

In order for all learners to prosper and achieve in a modern society, the curriculum is built on a clear set of values that permeate learning. These values have shaped the planning of the CGS syllabus and should become embedded in a young persons’ approach to life. These values explain that education in South Sudan will be based upon a shared commitment to:

- Human rights and gender equity
- Respect and integrity
- Peace and tolerance
- Compassion and social justice
- Democracy and national pride

In order for these values to permeate the curriculum, the curriculum must adhere to a set of clear principles. These principles explain that the South Sudan Curriculum should provide:

- A culture of excellence that supports innovation, creativity, continuous improvement and effectiveness
- An environment of empowerment that promotes independence, individual learning, critical thinking, problem solving and emotional intelligence
- A context of South Sudanese heritage and culture that builds national pride and identity within an understanding of global citizenship
- A spirit of hope, respect, peace, reconciliation, unity and national pride, democracy and global understanding

CGS teachers should reflect frequently upon these values and principles due to their significance in relation to the future of the country. Teachers should consider the effectiveness of their own teaching in ensuring that these values and principles are becoming an essential part of the curriculum and of young people’s lives.

Learners in CGS work towards the aims of the National Curriculum in order to become:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally responsible members of society.
Section 2: The CGS Syllabus

Subjects and Subject Strands

The subjects that are included in the new curriculum for Primary Schools are set out below.

<table>
<thead>
<tr>
<th>Primary Subjects</th>
<th>Contributing Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Languages and English</td>
<td>Language and Literature</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics and Additional Mathematics</td>
</tr>
<tr>
<td>Social Studies</td>
<td>History, Geography, Agriculture, Citizenship (including Civics), Peace Education (including Human Rights)</td>
</tr>
<tr>
<td>Science</td>
<td>Physics, Chemistry, Biology</td>
</tr>
<tr>
<td>The Arts</td>
<td>Music, Dance, Drama, Fine Art, Design, Crafts</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Sports, Games, Physical Activity, Health Education, Sport Science</td>
</tr>
<tr>
<td>Religious Education</td>
<td>Either Christian or Islamic Religious Education</td>
</tr>
</tbody>
</table>

In accordance with MoEST, the CGS class time table and calendar should follow that of the main primary school but can be flexible to fit around learners' livelihood activities. It should be designed in collaboration and in close consultation with Centre Management Committees (CMCs) and learners due to the nature of the distinct groups of learners for CGS.

Each School Management Committee (SMC) decides on the contact hours for CGS learners in consultation with the parents and learners themselves. The learning schedule is flexible and daily contact time is 3 hours for grade 1&2 and 3 ½ hours for grade 3 and is organized in three grades; grade one, two and three which is equivalent to four years of primary education.

The following periods (35 – 40 minutes) per week are recommended by MoEST Implementation Guide for Alternative Education Systems:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1-2</td>
<td>Grade 3</td>
</tr>
<tr>
<td>National Languages</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>The Arts</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Religious Education</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total No. of periods per week</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

The CGS Subject Overviews set out the key learning expected for each of the curriculum subjects by the end of every year. These overviews show how each subject is organised into ‘strands’ (component parts of the subject), and explain the key purpose of these strands.

It is expected that, in line with the policy for Primary Schools, teachers of Grade 1 and Grade 2 will teach all subjects (they are ‘generalists’), but teachers of Grade 3 will be subject specialists as this is equivalent to P4. A generalist approach through Grades 1 and 2 ensure that subjects have a connected nature, with subjects being linked with themes where possible, thus helping learners appreciate the relevance of one subject to another. Through Grade 3 however when subjects become more complex, learners benefit from the deeper subject knowledge and understandings of teachers who have particular expertise in a subject area.

Cross-cutting Issues

Another approach to making these important cross-curricular links is through the provision and exploration of cross-cutting issues. These issues do not fall entirely within one subject. The cross-cutting issues are:

- Environment and Sustainability
- Peace Education
- Life Skills.

There are times when elements of the crosscutting issues are taught directly within a particular subject, and other times when they provide a context for subject study. This is built into the subject syllabuses, so there is no need to address cross cutting issues separately. Peace Education has been deemed so important that it is also a separate strand within Social Studies, but some elements will also be integrated in other subjects.

The elements of Life Skills that are to do with personal and emotional development will be included in the School Programmes in Primary Schools. As CGS do not encompass School Programmes, Life Skills have been fully integrated into CGS syllabus units. It is likely that learners who are attending CGS will particularly benefit from Life Skills and Peace education due to their circumstances, so it is important that these cross-cutting issue are regularly planned into lessons, according to the syllabus. Teaching and learning activities that promote gender equity in particular should feature across the curriculum in order to enable girls to recognise their value within society.
**Integrated Subjects**

ICT and TVET are integrated into syllabus units because they make more sense to learners when they are explored and developed in meaningful contexts. Some ICT and TVET elements will be taught directly in the context of a subject, and then applied within it. There are many schools at the time of writing without ICT facilities. This is why the ICT elements have been written as a ‘stand alone’ programme which can then be followed when schools acquire the relevant facilities.

The way that cross-cutting issues and integrated subjects can be explored in any subject is represented here, showing how they can enhance, or can be enhanced by, a variety of subjects, thereby providing meaningful contexts for learning.

**Student Competencies**

The Curriculum Framework sets out the role of Student Competencies and the part they play in supporting learners to reach the aims of the curriculum. Competencies are made up of skills and attitudes in a particular knowledge context as set out below.

Competencies intersect with all subjects, and so all teachers are responsible for all four competencies. Competencies enhance learners’ understanding of subjects, and develop in increasingly complex contexts throughout the syllabus. All teachers, ALP teachers included, need to continuously assess the extent to which learners need to develop their competencies. Careful observation will enable teachers to do this. They should then make plans to develop competencies according to the needs and capabilities of learners, as demonstrated in different subjects and contexts. Links to competencies are given in all syllabus units, at the bottom of each page.
The four competencies are listed and explained below.

**Critical and creative thinking:**
- **Plan and carry out investigations**, using a range of sources to find information
- **Sort and analyse** information and come to conclusions
- **Suggest and develop solutions** to problems, using imagination to create new approaches
- **Evaluate** different suggested solutions.

**Communication:**
- **Read and comprehend critically** a variety of types and forms of texts
- **Write** fluently on diverse subjects and for different audiences
- **Speak** clearly and communicate ideas and information coherently in a variety of situations
- **Listen and comprehend speech** in a variety of forms
- **Use a range of media, technologies and languages** to communicate messages, ideas and opinions.

**Co-operation:**
- **Work collaboratively** towards common goals
- **Be tolerant** of others and respectful of differing views when working together
- **Adapt behaviour** to suit different situations
- **Negotiate**, respecting others’ rights and responsibilities, and use strategies to resolve disputes and conflicts
- **Contribute** to environmental sustainability.

**Culture and Identity:**
- **Take pride** in South Sudanese identity and the diverse nature of South Sudanese society.
- **Build understanding** of South Sudanese heritage in relation to the wider world
- **Appreciate and contribute** to South Sudanese culture
- **Value** diversity and **respect** people of different races, faiths, communities, cultures, and those with disabilities.

Rather like cross-cutting issues and integrated subjects, competencies can be developed in any subject and can be represented in this diagram. There is not a direct relationship between one competency to one subject. Any competency can be developed within the context of any subject.

Learners work together to solve problems, share ideas and talk about what they enjoy.
### Syllabus Units

Syllabus units for CGS use the same format as primary syllabus units. They are set out in order to help teachers identify what is to be taught (content) and how it is to be taught (context). Units describe clear links across subjects and to student competencies. Each unit includes a narrative (Learn About) that describes the theme for the unit, as well as Key Inquiry Questions that suggest rich learning sequences that promote higher-order thinking skills.

Learning outcomes are expressed in terms of Knowledge and Understanding, Skills and Attitudes. The distinctions between these are set out in the diagram below.

![Diagram of Knowledge, Understanding, Skills, Attitudes, and Learning Outcomes]

The following two examples of syllabus units for CGS illustrate how syllabus units are organised. All units can be found in the full CGS Syllabus and Subject Overview booklets.

#### Science CGS Grade 2

**Unit 1: Healthy Living**

**Learn about**

- Learners should know that certain foods are necessary for 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 about the importance of washing dirty clothes with suitable soap and detergents.

- Learners should learn in groups the importance of rest and sleep and why each one is necessary for a healthy life.

**Key inquiry questions**

- Why do we eat food?
- Why is it important for us to do exercises?
- Why do we sleep and rest?
- How do we keep our clothes clean?

**Learning outcomes**

- **Knowledge and understanding**
  - Understand the importance of food, exercise, washing clothes, sleep and rest for a healthy life.
  - Design tests on detergents for washing clothes.
  - Draw conclusions from evidence.

- **Skills**
  - Appreciate the importance of clean clothes, food, exercise, washing clothes, sleep and rest for a healthy life.
  - Co-operate in group work.

**Contribution to the competencies:**

- Critical thinking: explaining why it is important to eat, and selecting the right types of food and using appropriate detergents for body and clothes.

**Links to other subjects:**

- Social Studies: Taking part in everyday decisions about healthy living that affect themselves and others in their community.
- Life Skills: Discussing healthy living issues including appropriate hygiene practices.

**Contribution to the competencies:**

- Communication and cooperation: Plan and carry out investigations about local weather conditions, categorize types of weather, observe behavior to different seasons and weather conditions.

**Links to other subjects:**

- Social studies and religious education: emphasizing the idea of people living and working together, especially in response to weather-related situations.

#### English CGS Grade 1

**Unit 6: Weather**

**Learn about**

- Learners identify basic phrases and vocabulary to describe the different types and elements of weather, including how people respond to different types of weather in different seasons (what they wear, what activities they do during rainy and dry seasons). They should also learn basic vocabulary and ways of describing and talking about seasonal natural disasters related to the weather and what communities do during periods of seasonal weather threats.

**Key inquiry questions**

- Can you describe the types of weather South Sudan has?
- How do people dress for different types of weather?
- What are the effects of weather and seasonal natural disasters on people, animals and plants?

**Learning outcomes**

- **Knowledge and understanding**
  - Understand and state a range of familiar spoken words about the weather and seasons.
  - Orally recognize and understand familiar words in simple contexts related to weather.

- **Skills**
  - Perform simple dialogues related to the weather and ask and answer simple questions.
  - Construct simple sentences in English to talk about the weather.
  - Investigate ways to respond to seasonal natural weather disasters.

- **Attitudes**
  - Show concern for others, plants and animals during different seasons.
  - Respect the power of nature and weather to affect our lives and show appreciation for how humans respond to different, extreme weather events like floods, winds and drought.

**Contribution to the competencies:**

- Social thinking: understanding the idea of people living and working together, especially in response to weather-related situations.
Subject Content and ‘Condensing’

As CGS learners are generally a little older than Primary-School pupils, the content of some of the primary syllabus units have been adapted to reflect their greater life experiences and the fact that most of them are girls. Some of the primary syllabus units are still relevant, but most have been altered to include more mature subject matter. All primary syllabus units promote gender equity, peace, respect and human rights as demonstrated through the values base that the curriculum is founded upon. This means that syllabus units should not therefore need adjusting in order to include gender equity to support CGS. It is recognised however that at the time of writing, there is a national (and international) need to promote gender equity. This means that the content of many syllabus units for CGS include more opportunities to explore issues relating to gender equity such as stereotyping, forced marriage and healthy relationships. This is described in the ‘Learn About’ section of each syllabus unit.

As CGS are three year programme across P1 – 4 rather than the standard four years in primary education, the syllabus has had to be condensed. For each subject of the primary curriculum that is to be taught in CGS, a number of considerations were taken into account in the condensing process, as outlined below.

Maths and Science

These are content-based syllabuses and the syllabus units set out this content. Because there are relatively few Maths and Science syllabus units in the primary curriculum (between three and six per year), they can all be covered within the reduced time of CGS. It is important that they are all covered, to ensure that key content is not missed.

Social Studies

Although there are a few more primary Social Studies syllabus units (seven per year), it is mostly possible to cover them all in a shorter time. Some units have been combined by looking for similarities between the two years that form a CGS Grade. The higher-level learning expectations are maintained in the CGS units, so that learners are able to reach the aims of the curriculum. New contexts have been written for some CGS units as discussed in the previous section in response to the older age range. These are outlined in each ‘Learn About’ section.

English

Although English has far more primary syllabus units, covering them more quickly than in formal schools does not pose a major problem. This is because the learning outcomes are more important than the syllabus unit contexts. It is important to maintain the range of units, however, to ensure width of vocabulary.

The range of literature in the higher grades has been maintained, but the syllabus has been reduced by providing fewer examples of each genre. In many cases, CGS units have a new context for learning, to reflect the age and gender of learners. This is described in the ‘Learn About’ section.

Here is an example of how primary English syllabus units have been combined and condensed to create ALP English units.

The Arts, Physical Education and Religious Education

These subjects have been condensed in a similar way to the Social Studies syllabus. In some cases contexts have been adapted to reflect a school of predominantly older girls but the amount of content has not been reduced dramatically as the number of syllabus units can still reasonably be studied in the time period.
The Language of Instruction

In CGS Grade 1, the language of instruction needs to be chosen by school leaders. If it is necessary for it to be a National Language rather than English, this language should be selected by the school to fit local needs and circumstances. At this early stage of their formal education, learners are likely to be developing basic literacy and numeracy skills, so they need a great deal of practical experiences and concrete examples that use a lot of spoken word. P1 – 3 and CGS Grades 1 and 2 are when learners are learning to read and write and this is done best in the language most familiar to the child before moving on to learn another language such as English. As shown below, English will also be taught from Grade 1 as a subject and will continue through to Primary 8. National Languages are also taught as a subject through the Primary age range. The balance of National Language and English Instruction is illustrated in the table below.

<table>
<thead>
<tr>
<th>CGS</th>
<th>1st half</th>
<th>2nd half</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1 National Language</td>
<td>All learning in national language (Oral focus and ABC, simple texts).</td>
<td>Increasingly complex texts in national languages.</td>
</tr>
<tr>
<td></td>
<td>1st half</td>
<td>Learned as a language/subject. All oral language.</td>
</tr>
<tr>
<td>Grade 2 National Language</td>
<td>All learning in national language (more complex texts and some simple written work)</td>
<td>A transition to English as the language of instruction but NL continued as a subject.</td>
</tr>
<tr>
<td></td>
<td>1st half</td>
<td>Learned as a subject - simple texts, grammatical features.</td>
</tr>
<tr>
<td>Grade 3 National Language</td>
<td>Learned as a subject with longer passages and more complex texts.</td>
<td>Learned as a subject with including exploring unfamiliar materials.</td>
</tr>
<tr>
<td></td>
<td>1st half</td>
<td>Learned as a subject and a move towards more complex texts and some written work.</td>
</tr>
<tr>
<td></td>
<td>2nd half</td>
<td>Learned as a subject with longer passages.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
During Grade 3, the language of instruction should be is English. During the latter stages of Grade 2 it may be possible to move closer to English being the language of instruction. This will depend on the cohort of learners, and their collective ability to speak, read and write English.
Section 3: Inclusion, Special Educational Needs and Gender Equity

It is essential that all young people are able to access education. This includes those with disabilities, those from minority groups and those with particular learning difficulties. The curriculum applies to both male and female learners. There is no subject that applies only to one gender.

To ensure that the curriculum provides opportunities for every student to experience success in learning and to achieve the highest possible standard, Community Girls Schools should:

- Create effective learning programmes
- Provide appropriate support to learners with special educational needs
- Provide specialist equipment or materials where appropriate
- Vary teaching approaches where necessary to ensure that all learners are achieving
- Give equal support to both male and female learners and have equally high expectations for both genders
- Ensure that gender stereotypes are avoided and challenged
- Make sure that ALP centres are equally welcoming to all learners
- Ensure that all learners are listened to with respect and given full opportunities to contribute to lessons
- Encourage girls to attend and support them to achieve.

Community Girls Schools provide a curriculum that applies equally to all learners.

The curriculum is based on a shared commitment to the values of:

- Human rights and gender equity
- Respect and integrity
- Peace and tolerance
- Compassion and social justice
- Democracy and national pride.
Section 4: Teaching Approaches for CGS

As learners who enrol in CGS are a little older than the related Primary age range, teaching methods need to be adjusted to their needs and interests. There will be a range of reasons for learners enrolling in CGS and it is important that teachers get to know their learners so they are able to understand any particular challenges that they face. These challenges may include: lack of family support; lack of confidence in the education system; lack of money for school resources, uniform etc; a long journey to school.

To address each of these challenges, teachers should think about how learning activities can provide an opportunity for learners to overcome their barriers to success. Teachers should consider, for example, how to structure learning sequences so that learners do not feel threatened by too much ‘new’ knowledge. Equally, however, sequences should also offer a level of challenge that motivates learners to explore and investigate new ideas, thus building a thirst for learning.

To achieve the broader aims of the curriculum, in line with the Curriculum Framework, learning strategies need to be:

- Centred on the learners rather than on the teacher
- Interactive, and give learners the opportunity to engage actively with their learning
- Rooted firmly in learners’ experiences, culture and environment, so that they can make sense of their learning in their own terms

Through all teaching there needs to be an emphasis on the development of the four competencies, in order to achieve the curriculum aims. It is important to remember that the four competencies are both the object and the means of learning.

Community Girls Schools should demonstrate their commitment to improving teaching and learning strategies by working in partnership with other CGS where possible.

This approach allows teachers to consider and reflect on effective strategies for teaching and learning in other settings. This helps them to develop their own repertoire of teaching approaches that stimulate inquiry, promote creativity and inspire learners to be the best they can be. Refer to the Guidance for School Clusters for more information about how to do this effectively.
Section 5: Principles of Planning for CGS

Science CGS Grade 2, Unit 1: Healthy Living

There are three Planning Principles that ensure learning is rich, relevant and secures knowledge in one area before moving onto the next. By considering these planning principles, CGS teachers will be able to plan effectively across the curriculum, ensuring that learners have the best opportunities to reach the aims of the curriculum.

Principle 1: One learning activity leads to many learning outcomes.

An activity can be designed in such a way as to offer many opportunities for a number of different learning outcomes to be realised. This kind of activity is described as being ‘rich’. In the ‘Example B’ section, you will find a number of examples that illustrate this principle and show how one activity can lead to learning outcomes within and beyond the subject. For example, an activity designed to help learners achieve in one area of Social Studies can also lead to learning in other areas of Social Studies and provide opportunities for learners to make progress towards learning outcomes in other subjects too. The example on this page shows that by cooking a Pizza together, learners can explore key scientific processes, units of measurement in mathematics and aspects of the English syllabus that require non-fiction writing.

Competency: Critical thinking
Think critically about the benefits of a varied and balanced diet.

Competency: Cooperation
Work collaboratively towards the common goal of designing or cooking a pizza.

Integrated Subject: ICT
Create own recipe for a healthy pizza using text and pictures.

Maths
Estimate and measure weight in grams and kgs in order to prepare and read about ingredients to make a pizza.

Cross Cutting Issue: Environment and Sustainability
Know about the effects of climate change on crops and the farming industry.

Social Studies
Describe the basis of crop farming, identifying where food for a pizza might come from and how it is farmed.

Science
Understand the importance of food for a healthy life including how to balance different food groups.

English
Read independently some pizza recipes, using strategies appropriately to interpret and follow instructions for making the pizza.

Science
Identify types, formation and uses of soil. Consider what soils are necessary and how they should be adapted to make a pizza oven.

Framework Activity
Cooking a Pizza
Learners work in groups to explore how to cook a pizza and what ingredients are desirable in order to cook a healthy pizza. If possible, they should gather, weigh and measure ingredients then combine and cook them correctly in order to create a pizza to share amongst themselves.
Maths CGS Grade 3, Unit 1: Geometry

Principle 2: One learning outcome requires more than one learning activity.

Planning Principle Two reminds us that it is not usually sufficient for learners to explore learning around a single learning outcome only once. In order for learners to develop a deep understanding of a particular aspect of learning, and therefore be able to apply this learning in a range of situations, they need a variety of activities to ensure that the learning takes place. This example shows that in order for learners to be able to develop their geometry skills, they need to explore shapes in a number of different contexts.

Shapes that build
Explore shapes that make up buildings. Look at brick work and other outer structures to see how shapes fit together to create the frame for a strong building.

Tasty shapes
Look at shapes that are associated with common and popular food types. (eg: Pizza; mango; plantain; eggs.) Discuss and group food shapes into categories that explore symmetry, regular v irregular and tessellation.

Measuring and estimating shapes
Estimate then measure the size of 3 contrasting shapes in the classroom. Compare lengths to area and make some estimates about some very big shapes in the school community such as water towers or local bridges.

Shapes that grow
Look at the range of shapes found in plants. Compare and make copies of contrasting examples of symmetry and form.

Shapes that move
Look at the range of shapes that are found in animals. Explore the symmetry of a butterfly for example and the tessellation on the coat of cheetahs and giraffes etc.

Learning Outcome
Appreciate the importance of shapes in the environment

My own shape creations
Building on the patterns and shapes that have been explored, create 2D patterns and shapes to enhance the entrance to your maths teachers’ classroom.

Strong right angles
Explore shapes around the school community that include a right angle. Prepare different ways of measuring right angles and discuss how they are used.

Shapes in 2 or 3 dimensions
Discuss the difference between 2D and 3D shapes. Look for contrasting examples of each in the classroom and beyond.
Social Studies CGS Grade 2, Unit 4: Environmental Pollution

Principle 3: Learning activities are part of a sequence of progressive learning.

It is important to remember that learning never takes place in isolation. It continually builds on prior knowledge and makes progress towards higher levels of thinking. So Planning Principle Three reminds us that for progression to take place, learning sequences should be planned to feature rich activities. They should also consist of steps small enough to be assessed effectively, thereby ensuring that knowledge, understanding and skills are secure before moving on to the next phase. In this example we see that formative assessment strategies ensure learning is monitored and supported at frequent intervals, both throughout a lesson and throughout a unit. This means that learners’ misconceptions and uncertainties are corrected at timely intervals rather than waiting until the end of a unit, when it’s too late. This unit has a feature activity about halfway through where learners are asked to design a strategy to prevent pollution. This activity requires learners to have previously explored and understood what kinds of pollution there are and where it comes from. The strategy created by learners, then needs to be shared with community leaders thus deepening their understanding of this topic.

To begin...

Learners should work in groups to investigate what kinds of pollution are evident near where they live. They should begin to write a list of areas of pollution explaining what they believe the sources of pollution might be. Learners should discuss how they think they might contribute to pollution and consider to what extent their school compound is litter free.

Having listed types of pollution that they are aware of, learners should read further about pollution in order to establish if there are any other forms of pollution that they were not aware present in their Payam or locality.

In small groups, learners should explore ways to prevent such pollution. They should explore local and national solutions as well as new, related innovations from Africa and beyond. They should critically evaluate issues associated with pollution near where they live, and establish which of their researched solutions would promote environmental sustainability, reduce pollution and limit the damaging effects from existing pollution.

FEATURE ACTIVITY

Learners should work together to build a simple strategy to prevent pollution in their locality. They should plan to share and present their strategy with their school or wider community in order to encourage behaviour, systematic and structural changes necessary to reduce pollution. Learners should plan to gather feedback during their presentations about their ideas and suggested strategy to reduce pollution and be prepared to answer any questions.

Learners should work together to explore any feedback from their presentation and coordinate a strategy that takes into account the views of people in their community. They should discuss who their strategy should be presented to and plan to communicate accordingly.

To conclude...

Learners should build on their strategy to reduce pollution in their locality by exploring pollution issues across the whole of South Sudan. They should compose a short piece of writing to describe opportunities to reduce pollution based on their experiences and research.
The new curriculum sets out clear learning outcomes that focus on deeper learning, higher-order thinking and competencies. Whereas knowledge can be assessed through written tests, different approaches are needed to assess skills and deeper understanding. Because of this, the role of the teacher in assessment becomes much more important. Their role is never to write tests for students, but to make professional judgements about students’ learning in the course of the normal teaching and learning process.

School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it. Opportunities occur in three forms for formative assessment and are usually called:

- **Observation** – Watching students working. (Good for assessing skills.)
- **Conversation** – Asking questions and talking to students. (Good for assessing knowledge and understanding.)
- **Product** – Appraising the students’ work, such as their writing, science report, maths calculation, presentation, map, diagram, model, drawing, painting etc. (Good for more considered analysis of knowledge and understanding, but less useful for most skills.) In this context, a ‘product’ is seen as something physical and permanent that the teacher can keep and look at, rather than something that the student says.

When all three forms of assessment are used, a full picture of what a student has learned can be explored. This is often referred to as ‘triangulation’.

Feedback to students is a key aspect of Assessment for Learning. If students understand how well they are doing and what they need to do next, they will learn better. Feedback can take three forms:

1. Marking students’ work and giving written comments.
2. Making general comments to the whole class or to groups of learners.
3. Holding a conversation with individual students.

It is the last of these that is the most effective.

Whether written or oral, feedback should aim to:

- Enable students to realise where they are in relation to the learning outcomes
- Identify misunderstandings and fill gaps in learning
- Help students to understand what they have done well
- Clarify what they need to do next.

It is important that feedback be honest and clear, but it should not be discouraging to the student. Feedback should be given as soon as possible after the assessment (i.e. it should be immediate), and it should be specific about what the student can do to improve. After the feedback, students should know what they need to do to improve. This is often called ‘actionable feedback’.

Further details about assessment can be found in the Assessment Guidance Document. This includes descriptions of activities relating to summative assessment and what records of assessment should be kept in order to assess learning at the end of the year, as well as at the end of syllabus units.
Assessment Opportunity 1

Learners should work in small groups to make detailed observations about 5 different soil types from their school community. They should consider the different environments in their community (eg: by the river; under a tree; by the side of a building etc) to ensure that they collect contrasting soil types. They should consider different scientific techniques and choose appropriate methods for analysing the soil. They should present their findings in a format that makes it easy to compare each soil type.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Investigate structure and composition of soil</td>
<td>Conversation</td>
</tr>
<tr>
<td>• Observe structure of soil</td>
<td>Ask learners to explain how they have selected different soil types and how they know that they are different. Ask learners to explain what scientific methods they are going to use to analyse the soil and why these have been chosen.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Product</th>
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<tbody>
<tr>
<td>Look at the presentation learners have organised to illustrate the different types of soil. Does this presentation clearly enable a comparison of soil types and demonstrate an understanding of the key components of each types?</td>
</tr>
</tbody>
</table>

Assessment Opportunity 2

Learners should work together in pairs to explore how well plants grow in different types of soil. They should harvest some seeds from a common flower and plant them in the same conditions but with different types of soil. They should gather contrasting soil types from the school grounds or create different types of soil by mixing soil with sand, stones, leaves etc. They should label each soil type and make regular observations as to how well the plant is growing.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• Design fair tests to investigate the composition and structure of soil</td>
<td>Observation</td>
</tr>
<tr>
<td>• Appreciate the importance of soil</td>
<td>Notice how well learners plan and prepare their experiment. Notice especially how they organise a fair test.</td>
</tr>
<tr>
<td></td>
<td>Conversation</td>
</tr>
<tr>
<td></td>
<td>Ask learners to explain how they have organised their experiment and how they have organised different soil types. Ask learners to explain what they think will happen to each plant and why they think this will happen.</td>
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</table>
Learners should know that not all soil is the same. They should feel the texture of the different components of soil, both individually and together and use sieves to develop their ideas that soil is composed of substances of different sizes, some of which can pass through the holes in a sieve. They should start to learn about mixtures and how they can be separated. They should learn through practical investigation that water is added to different combinations of soils (sand, gravel, clay) and how this changes its texture. Learners should have the opportunity to experiment and with different soil combinations when the solid is mixed with water. They should learn through close observation what happens when mud (clay) models dry out and talk about what has happened.

Learners should know about the structure and composition of the soil in pairs or small groups by investigating samples of soils (clay, sandy, and loam). They should learn about the soil particles and observe them using hand lenses to compare colour, how it feels in between fingers and find the remains of organic matter which floats on water. They should visit and examine the sides of pits or channels and investigate how the particles are arranged in layers, or mixed up. They should investigate settling in long glass tubes and observe measure, talk about and record by drawing. Through this they should learn about the structure of soil, identify the components, and recognize the process of soil structure formation.

Learners should talk about the activities that involve uses of soil such as farming and making pottery, and how clay is different from sand. They should learn about the value of the soil as environment for small living things and roots, and that soil contains water and air.

### Key inquiry questions
- How can we separate different soil particles?
- Which particles mix easily with water?
- How do you make moulds?
- How can we separate the basic types of soil in the locality?
- What does a common soil contain?
- How are the various particles arranged from top downwards?
- How is it that soil in the walls of pits is in layers?
- How is the soil important as an environment for living things?
- How do different soils influence the plants that grow in them?

### Learning outcomes

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<th>Knowledge and understanding</th>
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<tr>
<td>• Perform simple activities using soil / sand e.g. sieving, moulding, mixing</td>
<td>• Perform different activities, sieving, mixing, making moulds and modelling different objects</td>
<td>• Enjoy the activities that they perform</td>
</tr>
<tr>
<td>• Investigate structure and composition of soil</td>
<td>• Design fair tests to investigate the composition and structure of soil</td>
<td>• Appreciate the models that they make</td>
</tr>
<tr>
<td>•</td>
<td>• Observe structure of soil</td>
<td>• Show curiosity as they learn how to mould the objects they make</td>
</tr>
<tr>
<td></td>
<td>• Draw what they see</td>
<td>• Appreciate differences in soil particles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Appreciate the importance of soil</td>
</tr>
</tbody>
</table>

### Contribution to competencies:

### Links to other subjects:
Social Studies: Talking about physical features found within the Payam including the land and types of soil.
Art and Craft: Making models from found materials such as clay.
Mathematics: Recognising geometrical lines and making patterns and models.
Life skills: talk about where they come from
Environment and Sustainability: Importance of the soil in the environment.
### Assessment Opportunity 1

Having listened to a range of speakers and conversations about jobs in their community, learners should work individually to write a short passage about a job they would like to do in their community. They should explain why they think this job is valuable to the community and what skills etc they have that they feel would make them successful in this role. They should read their passage to others and accept some feedback as to their suitability for the suggested role and to what extent the job being described would have a positive impact on the community.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
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</table>
| • Learners should understand the main points and some details from spoken passages about economic activities in their community. | **Conversation**
Ask learners to explain why they feel that this job is of economic value to a community. Ask learners to explain what they know about this job and what they believe are the key aspects of knowledge, understanding and skills that would make them successful in this job. |
| • Speak clearly on themes related to the economic activity in your local area. | **Product**
Listen to learners as they share their written passages with others. Notice how they respond to feedback, what kinds of questions they ask about other written passages and how relevant and important any changes are that are made to their job description. |

### Assessment Opportunity 2

Learners should work in pairs to present a collage or series of images with text that describe and illustrate the range of economic activities in their payam. They should use key words and phrases to describe the significant aspects of each job or industry and summarise each image with two or three compound sentences. They should share their collages etc for other learners to see who should describe which economic activity they believe has been described the most effectively.

<table>
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| • Learners should form simple compound sentences and begin using correct vocabulary. | **Observation**
Listen to how learners work in their groups to select and describe different economic activities in their payam. Listen to how they explain to each other what they believe these activities should be illustrated and why. Notice the accuracy and relevance of vocabulary selected. |
| • Use knowledge of letters and sounds to read words and establish meaning. | **Conversation**
Look at the collage or series of images and evaluate how well each economic activity is described. Explore spellings and sentence structure in order to ascertain how well learners have improved their writing in English. |
Learners should be given basic vocabulary to talk about economic activities. Key words should be displayed for them to copy and practice reading. Learners should be encouraged to talk about investigate and explore economic activities in their payam eg: farming, fishing, trading, education and health workers.

The learners should work and talk in pairs and small groups and take part of class discussion. They should list various activities that people do in their community and explain how they benefit them trough descriptions of their personal experiences and observations.

They should be also be exposed to and provided with opportunities to take part in appropriate poetry, stories, dialogue and situational games.

They should be encouraged to draw pictures with correctly punctuated simple sentences to describe these key features of economic activities.

**Learning outcomes**

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| - Learners should understand the main points and some details from spoken passages about economic activities in their community.  
- Learners should form simple compound sentences and begin using correct vocabulary. | - Speak clearly on themes related to the economic activity in your local area.  
- Use knowledge of letters and sounds to read words and establish meaning. | - Show increasing confidence when expressing opinions. |

**Contribution to competencies:**
Communication and Co-operation: Speaking and listening to develop communication skills about relevant topics.

**Links to other subjects:**
Social Studies: Citizenship and life skills associated with local economic activity.
### Assessment Opportunity 1

Learners should work independently to read a collection of short passages that describe where some people in their state have come from. They should be provided with a simple map in order to illustrate journeys made by people in their state. They should accompany their map with a series of quotes that could have possibly been said by people on these journeys. They should present their map to other learners explaining why they think this travel history has a positive impact on communities.

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<tbody>
<tr>
<td>Explain where people come from in your state and know some of the related stories</td>
<td><em>Conversation</em> Ask learners to explain the key features of some of the passages that they have been given. Ask them to clarify the meaning of less familiar words.</td>
</tr>
<tr>
<td>Admire the range of stories that describe the origins of the people of your community</td>
<td><em>Product</em> Explore each a selection of maps that have been created and check that routes shown match the stories in the passages provided. Look at quotes learners have chosen to write and evaluate to what extent these quotes are representative of each journey taken.</td>
</tr>
</tbody>
</table>

### Assessment Opportunity 2

Learners should work in pairs to discuss, explore and further investigate religious symbols in their state. They should begin with what they know and then make a plan to investigate further through a range of sources of evidence such as interviews, the internet and publications. They should prepare a summary of what they have found out and present this to others using simple drawings of each symbol to explain to illustrate.

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<td>Describe and explain the meaning of key religious symbols and practices in your state</td>
<td><em>Observation</em> Ask learners how they plan to research and explore religious symbols in their state. Evaluate the effectiveness of their research strategies and how effectively they interpret what they discover.</td>
</tr>
<tr>
<td>Link key religious symbols and practices to the key laws in your state</td>
<td><em>Conversation</em> Listen to each group give their presentation and evaluate how well they have understood the task by listening to their summaries. Have they been able to identify key messages and stories?</td>
</tr>
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</table>
Learners should explore and investigate the many groups of people who live in their state. They should talk to a range of people in their community to find out where they came from and how their families may have moved around their state for example. Learners should ask people to illustrate their stories of origin by asking them to share stories about what has happened in their past life that has had a significant impact in their lives today (families, journeys, jobs, festivals, ceremonies, changes in law etc.). Learners should find out about people in other parts of their state. They could do this for example, by asking people in their own community what they know about people in other states, by researching images and short texts on the internet or by writing letters to older children in schools in neighbouring communities. To help understand the reasons for the way some people live, learners should investigate the laws that govern communities, teaching younger children about these perhaps, in order to fully appreciate the importance of law and governance.

Through the course of these studies, learners should compare the similarities and differences between the lifestyles in these communities, beginning to share opinions about what they prefer or find difficult. In order to fully appreciate lifestyles in their own community, they should also explore key religious practices and symbols, reflecting upon the effects that these have on daily life and community cohesion.

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<tr>
<td>Explain where people come from in your state and know some of the related stories</td>
<td>Investigate the impacts of some of the key laws in your community</td>
<td>Admire the range of stories that describe the origins of the people of your community</td>
</tr>
<tr>
<td>Describe some of the laws that govern the communities in your state</td>
<td>Compare key laws in your community to others in your state</td>
<td>Appreciate the effects of the laws that govern your state</td>
</tr>
<tr>
<td>Describe and explain the meaning of key religious symbols and practices in your state</td>
<td>Link key religious symbols and practices to the key laws in your state</td>
<td>Value the key religious practices and symbols of your state</td>
</tr>
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</table>

Contribution to competencies:
Critical thinking: Sort and organise information about the origins of people in their community in order to build a picture of the community as a whole.
Communication: Talking to a range of people in their community and beyond in order to gather details about the way people live.
Culture: Taking a pride in the diversity and rich culture of their state through a better understanding of the origins of the people who live there.

Links to other subjects:
Science: Know about the benefits of the conservation of animals and plants and how this affects the way people work and live.
English: Understand longer passages of narration and begin to recognise attitudes and emotions within them.
RE: Become familiar with key religious symbols and practices, understanding how these affect the way people live.
Life Skills: Discuss roles and images of boys and girls and relate this to social pressure.
National Languages CGS Grade 1, Unit 1: Animals

Principle 1: One learning activity leads to many learning outcomes.

Competency: Critical thinking
Learners should think critically about how the two animals in their story might meet. From here, they should think critically about how the adventure could begin!

Competency: Communication
Learners should speak clearly about their story, using key words in their own language and English to describe the main events in their story.

Culture and Heritage
Learners should consider how stories from the past shape cultural traditions and community activity in the present.

Maths
Learners should count the animals in their story and compare this total to the number of animals in other similar stories.

English
Learners should describe and talk about the beginning and end of their story in English.

Science
Learners should identify animals in their locality and their importance.

Integrative Subject: ICT
Learners should access if possible, some short films or stories on the internet about animals.

The Arts
Learners should engage in role play, expressing their own ideas about their animal story and create events through dialogue, movement and gesture.

Integrated Subject: ICT
Learners should access if possible, some short films or stories on the internet about animals.

Framework Activity
National Languages Animal Stories
Learners should listen to a range of stories in their own language about animals that are familiar to them. They should then take two animal characters from these stories to create a new story of their own. They should act out their story, using lots of dialogue to enhance the action and adventure in their own new story.

Cross-cutting Issue: Peace Education
Learners should engage in common activities that bring them together. They should share ideas and take turns contributing to the development of their story.

Culture and Heritage
Learners should consider how stories from the past shape cultural traditions and community activity in the present.

Maths
Learners should count the animals in their story and compare this total to the number of animals in other similar stories.

English
Learners should describe and talk about the beginning and end of their story in English.

Science
Learners should identify animals in their locality and their importance.
Science CGS Grade 2, Unit 1: Healthy Living

Principle 1: One learning activity leads to many learning outcomes.

**Competency: Critical thinking**
Think critically about the benefits of a varied and balanced diet.

**Competency: Communication**
Speak clearly about what they are learning in association with healthy living.

**Social Studies**
Describe the basis of crop farming, identifying where food for a pizza might come from and how it is farmed.

**Science**
Understand the importance of food for a healthy life including how to balance different food groups.

**English**
Read independently some pizza recipes, using strategies appropriately to interpret and follow instructions for making the pizza.

**Integrated Subject: ICT**
Create own recipe for a healthy pizza using text and pictures.

**Maths**
Estimate and measure weight in grams and kgs in order to prepare and read about ingredients to make a pizza.

**Cross Cutting Issue: Environment and Sustainability**
Know about the effects of climate change on crops and the farming industry.

**Science**
Identify types, formation and uses of soil. Consider what soils are necessary and how they should be adapted to make a pizza oven.

**Framework Activity: Cooking a Pizza**
Learners work in groups to explore how to cook a pizza and what ingredients are desirable in order to cook a healthy pizza. If possible, they should gather, weigh and measure ingredients then combine and cook them correctly in order to create a pizza to share amongst themselves.
Maths CGS Grade 3, Unit 1: Geometry

Principle 2: One learning outcome requires more than one learning activity.

**Shapes that build**
Explore shapes that make up buildings. Look at brick work and other outer structures to see how shapes fit together to create the frame for a strong building.

**Shapes that grow**
Look at the range of shapes found in plants. Compare and make copies of contrasting examples of symmetry and form.

**Shapes that move**
Look at the range of shapes that are found in animals. Explore the symmetry of a butterfly for example and the tessellation on the coat of cheetahs and giraffes etc.

**Tasty shapes**
Look at shapes that are associated with common and popular food types. (eg: Pizza; mango; plantain; eggs.) Discuss and group food shapes into categories that explore symmetry, regular v irregular and tessellation.

**Learning Outcome**
Appreciate the importance of shapes in the environment

**Measuring and estimating shapes**
Estimate then measure the size of 3 contrasting shapes in the classroom. Compare lengths to area and make some estimates about some very big shapes in the school community such as water towers or local bridges.

**My own shape creations**
Building on the patterns and shapes that have been explored, create 2D patterns and shapes to enhance the entrance to your maths teachers’ classroom.

**Shapes in 2 or 3 dimensions**
Discuss the difference between 2D and 3D shapes. Look for contrasting examples of each in the classroom and beyond.
Physical Education CGS Grade 1, Unit 2: Dance – Patterns of movement

Principle 2: One learning outcome requires more than one learning activity.

**Transport Tango**
Learners show (act out) each other their favourite types of transport so that others can guess what they are showing. Pairs of learners then work together to perform a sequence of movements that swaps between different movements of these modes of transport.

**Shapes that grow**
Look at the range of shapes found in plants. Compare and make copies of contrasting examples of symmetry and form.

**Amazing animals**
Learners talk about the animals that they like and demonstrate typical movements from these animals. They copy each other’s movements and put them into a short dance sequence.

**Patterns of 4**
Learners should choose 4 different movements that they have enjoyed from other dances. They should repeat each movement 4 times in a sequence that builds in dynamics and energy.

**Learning Outcome**
Know how to devise and repeat sequences of movements

**Birds who play**
Learners should talk about and describe different birds that they know of. They should image that these birds are having a game of ‘chase’ in the sky and mimic their movements and directions of travel in order to create a simple dance.

**Moving in time to the beat**
Learners should practice a favourite movement in time to different pieces of music and consider which music suits their movement the best.

**Music Matters**
Learners should think about a favourite story that they have read recently and think about what music would match the story. Once they have chosen the music, they should devise, practice and perform simple sequences of music that match and reflect the story and the music.

**Starting small**
Learners should choose one movement that reminds them of a happy family celebration. They should repeat this movement 8 times but starting from a slow, minimal movement and building to a large and dramatic movement, keeping in time to some music.
Social Studies CGS Grade 2, Unit 4: Environmental Pollution

Principle 3: Learning activities are part of a sequence of progressive learning.

To begin...
Learners should work in groups to investigate what kinds of pollution are evident near where they live. They should begin to write a list of areas of pollution explaining what they believe the sources of pollution might be. Learners should discuss how they think they might contribute to pollution and consider to what extent their school compound is litter free.

Having listed types of pollution that they are aware of, learners should read further about pollution in order to establish if there are any other forms of pollution that they were not aware present in their Payam or locality.

In small groups, learners should explore ways to prevent such pollution. They should explore local and national solutions as well as new, related innovations from Africa and beyond. They should critically evaluate issues associated with pollution near where they live, and establish which of their researched solutions would promote environmental sustainability, reduce pollution and limit the damaging effects from existing pollution.

FEATURE ACTIVITY
Learners should work together to build a simple strategy to prevent pollution in their locality. They should plan to share and present their strategy with their school or wider community in order to encourage behaviour, systematic and structural changes necessary to reduce pollution. Learners should plan to gather feedback during their presentations about their ideas and suggested strategy to reduce pollution and be prepared to answer any questions.

Learners should work together to explore any feedback from their presentation and coordinate a strategy that takes into account the views of people in their community. They should discuss who their strategy should be presented to and plan to communicate accordingly.

To conclude...
Learners should build on their strategy to reduce pollution in their locality by exploring pollution issues across the whole of South Sudan. They should compose a short piece of writing to describe opportunities to reduce pollution based on their experiences and research.
To conclude...
Learners should make plans for a school exhibition of models and pottery in celebration of a national or international campaign such as International Day of Peace or International Woman’s Day.

Principle 3: Learning activities are part of a sequence of progressive learning.

**To begin...**
Learners should recap on what they know about traditional crafts and models made from clay. They should talk about the different process that they know of that are required to make a clay pot for example. Learners should talk about what pottery pieces they like, explaining why and suggesting how these were formed.

Learners should experiment with clay in order to practice shaping and building shapes and models effectively. They should link the designs of their pottery pieces to another topics being explored in their learning and experiment in order to produce a variety of patterns and shape.

Learners should think about the topic of community and peaceful living. They should talk about and show if possible any pictures, logos or photographs that promote peace and harmony in a community. They should talk in pairs about what artistic features are present in these images and select some that they feel would translate well onto a piece of pottery.

**FEATURE ACTIVITY**
Learners should design, produce and display their pottery pieces as part of a parents’ visitor day that reflects their feelings and ideas about community cohesion and peaceful living. They should prepare a small label or tag that describes the theme of each model and should be prepared to explain to others how their pottery was constructed and finished.

Learners should reflect upon their display and any feedback that they received from parent visitors. They should further explore pottery and clay models by researching exhibitions in other part of Africa if possible described on the internet or in magazines etc. They should consider the effects of different artistic techniques and approaches to presentation.

**To conclude...**
Learners should make plans for a school exhibition of models and pottery in celebration of a national or international campaign such as International Day of Peace or International Woman’s Day.