

School Programmes Guidance

South Sudan



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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

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

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 and productive individuals

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

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

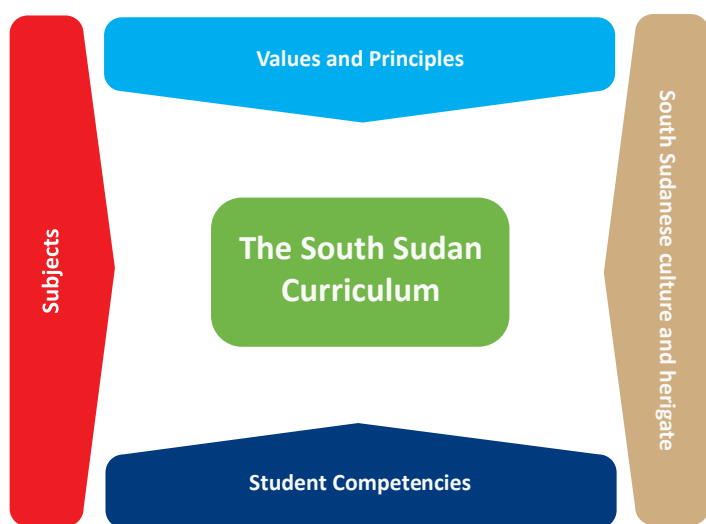
Within the curriculum, but beyond set subjects, schools will offer their own School Programmes. These Programmes are an opportunity for schools to shape their own sequences of learning, harnessing local issues and features of their community, to enable learners to make progress towards the curriculum aims.

School Programmes at primary level will include support and guidance for learners to work towards the curriculum aims as well as elements of Life Skills. From P7, these Programmes will also include careers guidance. Secondary Schools will continue to develop School Programmes, again outside of set subjects.

Section 2: Implications of the new Curriculum Framework

The new curriculum puts subjects and School Programmes into the wider context of the new Curriculum Framework. School Programmes sit within both subjects and South Sudanese Culture and Heritage as they make good links between learning outcomes in particular subjects and key features of Culture and Heritage in the local community and beyond.

The model below shows how all four elements of the curriculum come together to form the Curriculum Framework. The holistic approach of School Programmes enables learners to develop student competencies within the context of issues of immediate importance and interest to them. Values such as human rights and democracy, and principles that promote a culture of excellence and creativity, are reflected in School Programmes, all driven by high expectations of learner outcomes and quality education.



2a: Links between School Programmes and the development of student competencies

School Programmes provide many opportunities for learners to develop skills and attitudes that lead to competencies that can apply in all areas of the curriculum and throughout life. These competencies lie at the heart of every subject and every School Programme and enhance learners' understanding of what is being explored. Learners' competencies will develop and be enhanced by taking part in School Programmes. For example, by working collaboratively to achieve the best possible outcome, learners will improve their co-operation skills

Through the development of critical and creative thinking, School Programmes will give learners the opportunity to solve real-life problems, thus encouraging them to face new challenges more eagerly. As learners develop their

communication skills, they will be able to explain and share their ideas more effectively, gathering feedback and acting on evaluations and working towards the best outcomes. Through the context of culture and identity, learners will see a real purpose to their learning and recognise the valuable contribution that they can make as global citizens to the challenges and opportunities of the twenty-first century.

School Programmes offer a range of contexts for student competencies to be developed. These experiences and opportunities for development ensure that learners secure key competencies which can then be applied in all curriculum subjects and in other contexts beyond the curriculum.

Learners collaborate to plan a drama production and present it to their local community.

2b: Links between School Programmes and cross-cutting issues

School Programmes offer an opportunity to focus on cross-cutting issues as a feature of learning. A Drama Festival, for example, could explore aspects of gender equity or the relationship between humans and the environment. A careers Programme could explore jobs and careers associated with national and international bodies that promote peace and reconciliation or opportunities for innovations in recycling and renewable energy.

Knowledge, skills and understanding associated with cross-cutting issues should be explored in School Programmes in the same way that they are coherently explored in the curriculum subject syllabus units, i.e. they should thread through learning where there is a reasonable connection to be made. Cross-cutting issues do not fall entirely within one subject. As School Programmes feature learning in many different areas, they provide a good opportunity for learners to find out about key aspects of these issues in increasingly complex contexts.

Peace Education is considered to be so important that it is a separate strand within Social Studies. However, School Programmes allow Peace Education to be explored further and in an engaging way through, for example, drama, the arts and community events.

Section 3: The importance of School Programmes

Although learners will not be examined on the content of School Programmes, the importance of these Programmes should not be underestimated. It is likely that they will form a memorable aspect of a learner's time in school, as the sequences of learning involved have so much relevance to the locality and, therefore, to the child.

Schools should use School Programmes as an opportunity to respond to local needs and interests, to an unexpected but important event or to national and international celebration days. Teachers should work together to plan a sequence or collection of possible School Programmes that will enable learners to further develop a love of learning, helping them to grow in confidence to face the challenges ahead of them. To be able to operate effectively in a rapidly changing world, learners will need to think creatively and critically as new situations arise. This is something that can be explored very effectively in School Programmes.

School Programmes are important because:

- They offer teachers the flexibility to create learning programmes to meet their particular areas of expertise, needs and interests.
- They offer schools the ability to create programmes of learning that link together many aspects of the curriculum.
- They offer schools the ability to explore their unique characteristics and utilise their facilities and capacities.
- They offer learners the opportunity to make real decisions about how and what they will learn.
- They offer learners the opportunity to create something new or develop a new system that has real significance and makes a positive impact on their school community.
- They offer learners the opportunity to explore specific aspects of their local community and locality, thus raising their level of enjoyment of school and shaping more positive attitudes to education.

Contrasting communities mean that School Programmes have to adapt to the unique circumstances and characteristics of their locality.



Section 4: The structure of School Programmes

For School Programmes to meet the local needs and interests of learners and their teachers, it is likely that the structure of each Programme will be quite different. There are some key considerations, however, that all schools should take into account. These will enable Programmes to be planned and delivered in such a way as to most effectively meet the aims of the curriculum and the unique characteristics of the school. These considerations are explored below.

4a: Time allocation

The Curriculum Framework states that schools should allocate three periods (of 35 minutes each for P1–P3 and 40 minutes for P4–P8) a week at primary level for School Programmes and three periods (of 40 minutes) a week at secondary level too.

These periods for School Programmes do not need to be at the same time each week. It may be possible in some circumstances, however, to group periods together in order to create longer lessons. This may be required if, for example, the School Programme is aimed at producing a school theatre production, which will need longer rehearsal times. It may also be necessary to plan School Programmes so that there is an opportunity to work on a Programme each day of the week, rather than for just three periods. This might be the case if, for example, daily activity is required to build or monitor a project.

In summary, time should be used flexibly in order to maximise opportunities for success during a particular School Programme.

The total amounts of time allocated to School Programmes are summarised in the table below.

School Programmes	Year Group	P1–P3	P4–P8	S1–S4
	Time per period	35 minutes	40 minutes	40 minutes
	Number of periods a week	3	3	3
	Number of periods over a year	3 x 36 weeks = 108 periods	3 x 36 weeks = 108 periods	3 x 36 weeks = 108 periods
	Total time over a year	108 x 35 minutes = 63 hours	108 x 40 minutes = 72 hours	108 x 40 minutes = 72 hours

As well as considering how long Programmes should last, some consideration should be given to the best time within the school year for particular Programmes to take place. A Harvest Feast or Festival, for example, should of course be planned for the most fruitful time of the year in terms of crop production. Likewise, graduation ceremonies should take place at the end of a school year. Other, more flexible, Programmes should be planned around more time-dependent Programmes, so that all are given adequate space and resources and none are rushed. The table below gives some examples of time-dependent and flexible Programmes.

Time-dependent Programmes	Flexible Programmes
Graduation Ceremony	Avoid early marriage campaign
Harvest Festival	Family reading project
Religious Festival	Poultry farming
National Celebration Days	Better hygiene initiative
First Festival (Start of year celebration)	People who help us

4b: Citizenship and Peace Education

In Primary Schools, Citizenship is part of the Social Studies syllabus, so it is already planned into syllabus units.

In Secondary Schools, Citizenship is a separate subject and takes place during two periods every week. (See Appendix B for the titles of each unit.)

Peace Education is a cross-cutting issue, but is considered so important that it is integrated into Social Studies as a separate strand. This means that learning outcomes for Peace Education are already integrated into syllabus units.

The connection between Citizenship and Peace Education is very strong and schools will address these subjects to varying degrees within and beyond the curriculum according to their unique circumstances. School Programmes offer a useful 'space' for these subjects to be explored in further detail and should enable teachers to make specific plans to raise the profile of the knowledge, understanding, skills and attitudes associated with these subjects.

By considering Peace Education as a cross-cutting issue as well as a strand within Social Studies, it can be explored in a variety of contexts, thus building levels of competency. Exploring Peace Education as a subject in its own right allows learners to develop a deep understanding of the subject itself. School Programmes provide opportunities for both of these scenarios to take place. Peace Education can be used either as a focus for the School Programme or it can be used as a context for other Programmes such as Media Management or Story Sharing.

4c: Life Skills

Life Skills is a cross-cutting issue and many elements are already integrated into subjects and syllabus units. However, a significant proportion of the Life Skills elements are specifically designed to be included in School Programmes. UNICEF has produced a full set of School Programmes that centre on Life Skills. These materials are available on request from UNICEF and provide a detailed description of activities, learning outcomes and links to other aspects of the curriculum.

Appendix C shows elements of Life Skills to be integrated into the curriculum as a cross-cutting issue.

4d: Community Involvement

Some School Programmes could be specifically designed to create a project that embraces the whole school community. These Programmes should feature a variety of strategies that enable learners to appreciate the value of a community and the similarities and differences between different types of community. By talking to members of the school community, learners develop key competencies for life and for learning and also help to engender a positive attitude to schooling and education in their locality.

In the examples of School Programmes provided in Appendix B, links to the whole school community are listed for every Programme. However, it should be noted some that some Programmes should focus on working with the community whilst other Programmes will have an alternative focus (school gardening, recycling etc.), but could include an opportunity to share learning with the community. It is up to the teacher in each case to establish how these links should be made and to what extent they could be exploited.

Community events and projects can usefully combine Life Skills, Peace Education and Citizenship in meaningful contexts. A range of ideas for such School Programmes is outlined in Section 5 below, and illustrated in Appendix B.



Learners work together during their School Programme periods to create art works and campaigns for peace.

4e: Monitoring and planning for progression

Teachers within a school should work together to ensure that their School Programmes offer learners increasingly challenging contexts to work within and more complex subjects over time. To monitor this progress, it would be useful for one teacher in each school to be responsible for creating a list or register of the School Programmes for each year group. This will enable all teachers to consider what experiences learners have had in the past, and tailor their Programmes accordingly. It would be disappointing, for example, if each year learners did a similar poster campaign about litter in the school compound. Instead, the strategy of the litter campaign could be changed each year, or the focus for the poster campaign could be different. This approach to creating a variety of School Programmes allows for the development of student competencies and a deepening understanding of important issues such as gender equity and peer pressure.

4f: Planning for flexibility and sustainability

It is likely that a number of School Programmes will be repeated each year. It is important that these Programmes be planned effectively to ensure they are always delivered to at least the same high standard as in previous years. Teachers should take note of successful elements of School Programmes so that they (or other teachers) can build on these successes the following year. Similarly, teachers should reflect on what aspects of any given Programme did not work so well, then try to ascertain why that was, and incorporate plans the following year for these barriers to success to be eradicated.

The table below gives examples of Programmes that could be effectively repeated in successive years, plus possible stimuli for 'one-off' Programmes. Such one-off Programmes may need to be planned in response to something unexpected and/or capitalise on an event or issue that is of great importance to the community, nation or world.

Regular Programmes	Stimuli for one-off Programmes
<ul style="list-style-type: none"> • Drama Festival • School Garden • Athletics Festival • Art Exhibition • Careers Fair • Recycling campaign • Graduation Ceremony • Harvest Feast • School Newspaper • Innovation Competition • Visit/s to local places of significance • Visit/s from significant people in the community • World Environment Day 	<ul style="list-style-type: none"> • A new community leader is elected or appointed • A new newspaper or radio station is launched • A significant scientific breakthrough or discovery is made • An award is received by the school or community • A world leader dies • A new bridge or road is constructed • A new medical facility or programme is developed • A significant natural or man-made disaster occurs • A school building is improved

4g: Assessment

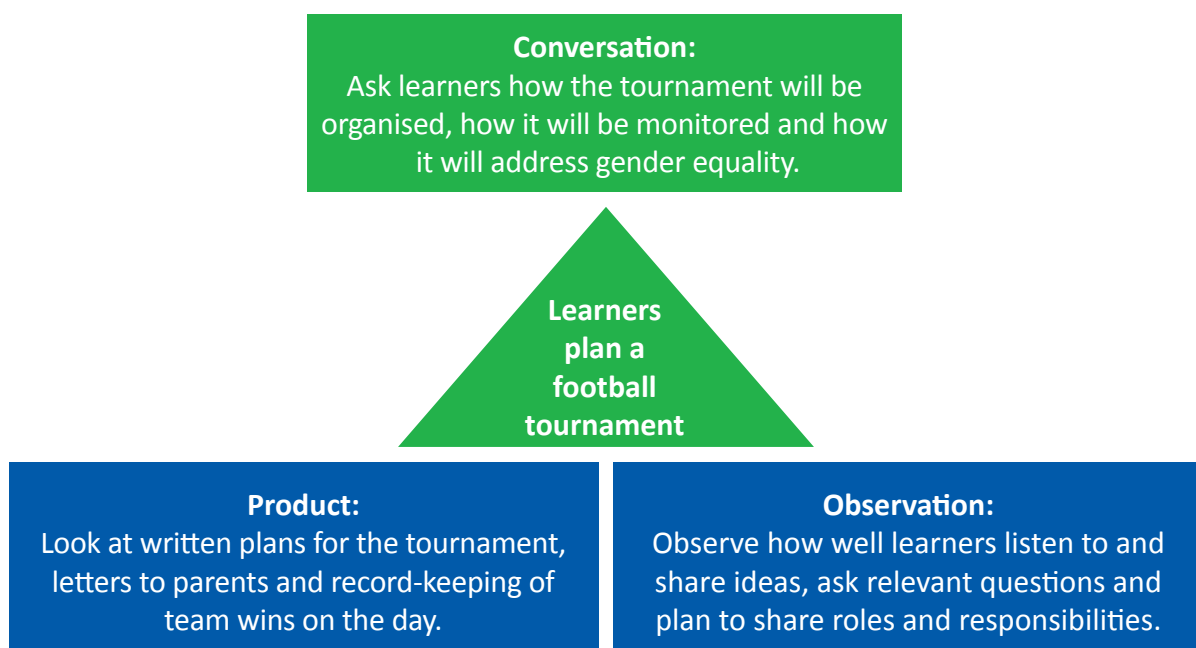
As stated above, although School Programmes are not examined, they are nevertheless of great importance. Due to the less formal approach to teaching and learning in these Programmes, teachers have the opportunity to get to know a little more about the unique talents, interests or ambitions of their students.

It would be useful for teachers to keep notes or a short report about the key challenges, successes and future opportunities that each Programme offers. (See Section 4e above.)

In terms of assessing learner outcomes, teachers should continue to use similar strategies to the ones they use in other subjects. It is important, for example, to know which learners are making rapid progress towards intended outcomes and

which learners are struggling. School Programmes offer a particularly rich opportunity for student competencies to be developed, and teachers should pay keen attention to the way individual learners use these in different contexts.

As described in the Assessment Guidance document, assessment should take place throughout the duration of the planned learning rather than waiting until the end. This ongoing assessment ensures that misconceptions and rapid progress are identified and addressed earlier rather than later. Using a method of assessment called triangulation, learner progress can be monitored effectively throughout the duration of the School Programme. This triangulation process is shown below and illustrates how conversation, product and observation can be used to explore and evaluate learning.





A football tournament organised by older learners for younger learners which includes games played by girls and boys together.

Section 5: Ideas for School

Teachers could gain ideas for their School Programmes from many places. Some of these are listed below.

- Arts, PE and ECD Guidance documents. These guidance documents offer many examples of teaching and learning activities, some of which could be adapted to provide themes for School Programmes.
- UNICEF Life Skills materials. These materials provide a comprehensive collection of programmes and goals for Life Skills education. Many of the topics and themes described in these materials provide ideas for the content of School Programmes.
- Local initiatives and projects. These may include charitable activities and the work of non-governmental organisations that could offer a focus for School Programmes.
- Specialisms and expertise of teachers and community members. By talking to teachers and other members of the whole school community, it may be possible to identify particular areas of expertise that learners would benefit from, such as a skill in basket-making, debating etc.
- Other schools in your cluster. It is useful to explore the School Programmes of other schools in order to gain new ideas.

- Ideas from children themselves. Older learners may have some ideas based on their life experiences and schooling that they believe would make useful and interesting themes for School Programmes.

5a: Types of School Programmes

School Programmes should offer learners an enriching experience that takes place beyond the timetabled subjects but still operates within the Curriculum Framework and therefore enables learners to work towards the aims of the curriculum.

There are many possible topics for School Programmes. Schools should create appealing Programmes according to their local context. The list below of possible School Programmes is not exhaustive, but provides some ideas grouped in five suggested themes. Of course, some topics cover more than one theme. 'Poultry Farming', for example, could be classed as being in 'The Environment' or in 'Careers and Income Generation'. The themes are provided merely to give some shape to assist in planning a variety of School Programmes across the year, or across a few years.

Some suggested topics have been exemplified in Appendix A. These are denoted by *.

Community Involvement

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

The Arts

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

The Environment

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

Careers and Income Generation

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

School Visits and Visitors

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

Examples of School Programmes

In Appendix A you can find examples of how School Programmes can be organised, ensuring that they meet Framework requirements and provide learners with a valuable experience. Each example uses the same format and illustrates links to curriculum subjects, cross-cutting issues, student competencies and the values and aims of the new curriculum that permeate learning.

Section 6: Appendix A- Examples of School Programmes



SCHOOL PROGRAMMES – COMMUNITY INVOLVEMENT

< Creative and Productive Individuals >

< Good Citizens of South Sudan >

Values and Principles

Democracy and national pride.

A spirit of hope, respect, unity and national pride.

Curriculum Subjects

English:

Share ideas and experiences;
Make plans and investigate.

Social Studies:

Take part in community projects and learn first-hand how they are run and how decisions are made.

Cultural Day

This programme aims to:

- Bring the local community into school.
- Create real experiences and opportunities.
- Celebrate cultural heritage and the diversity of colour, sounds and stories.
- Develop the skills needed to organise and host a social event.

The event could include dance, music, poetry, visual arts, story-telling etc.

Possible Year Group(s)

P3–S4

There needs to be a deepening understanding of what a community is and how community can be the same and different in a variety of contexts.

Duration

One term.

(Conducted each year.)

Resources

Plan and prepare how the event will be organised. For example, where will local food be sourced from and which leaders will be invited to role-model the leadership qualities of a good citizen?

Community Involvement

Focus on key leaders in the community – past and present – at the local, national or global level.

Cross-cutting Issues

Life Skills:

Develop citizenship and leadership understanding by planning an event for the local community that inspires a sense of pride and demonstrates leadership qualities.

Student Competencies

Creative thinking and Communication:

Think creatively and be able to communicate to range of people.

Co-operation:

Plan and carry out event by working collaboratively.

Culture and Heritage

Develop a strong sense of belonging and pride in local and national community.

Instigate change for the better.

Celebrate inspiring leaders – local and national – within the community and beyond.

< Successful Life-long Learners >

< Environmentally Responsible Members of Society >

SCHOOL PROGRAMMES – THE COMMUNITY INVOLVEMENT

< Creative and Productive Individuals >

< Environmentally Responsible Members of Society >

< Good Citizens of South Sudan >

< Successful Life-long Learners >

Values and Principles

A culture of excellence that supports continuous improvement and effectiveness.
A context of South Sudanese heritage and culture that builds national pride and identity.

P3 Graduation Ceremony

This programme aims to:

- Raise the profile and status of education.
- Celebrate significant steps in Primary Schools.
- Inspire learners and their families to continue attending school.
- Provide an opportunity for younger learners to prepare and present some of their achievements.

Possible Year Group(s)

P3 (P6–P8)
It would also be useful to consider whether older learners (P6-P8) could support preparations for the Graduation Ceremony by working with P3 learners to help them prepare a presentation for the ceremony.

Duration

Four weeks to prepare for the event.
Preparations include writing invitations to family members and getting ready to present key features of their learning experiences from P1 to P3.

Resources

Materials for the invitations to family members.
Space for a graduation ceremony - with chairs and a stage if possible.

Community Involvement

Family members are invited to attend the event.
A significant member of the community should be invited to congratulate P3 learners on completing their lower Primary years at school.

Curriculum Subjects

National Languages:

Ask questions to clarify understanding;
Adapt talk to different contexts in order to present their learning at the ceremony.

Cross-cutting Issues

Life Skills:

Discuss attributes of self, including interests, gifts and talents;
Demonstrate ways of communicating ideas and emotions.

Student Competencies

Communication:

Speak clearly and communicate ideas.
Listen and respond to speech in a variety of forms.

Culture and Heritage

Learners develop an appreciation of schooling in their community and the value it places on citizenship.

SCHOOL PROGRAMMES – THE ARTS

< Creative and Productive Individuals >

< Environmentally Responsible Members of Society >

< Good Citizens of South Sudan >

< Successful Life-long Learners >

Values and Principles

A culture of excellence that supports innovation and creativity.

Craft Exhibition

Curriculum Subjects

The Arts:

Investigate how other crafts are carried out and made;
Design their own art piece;
Create their own artwork and evaluate their finished creation.

This programme aims to:

- Illustrate to a community the benefits of exploring various art forms.
- Demonstrate how the arts can be a source of inspiration and enjoyment for all.
- Provide learners and their teachers with the opportunity to explore particular styles or forms of art that appeal to them the most, having considered a range of art forms through their arts education.
- Highlight how one curriculum or 'local' theme can be explored in a variety of ways through different art forms. Possible themes include the environment, local stories, historical events, national and international celebration days.

Possible Year Group(s)

P4–P8

Duration

The craft exhibition could take place over one day, or even over a weekend.

For the exhibition to be prepared effectively and presented in an interesting way, learners should be given four to six weeks in which to create their chosen craft or artwork.

They should also be provided with adequate time to write about what they have created, so that this information can be displayed on a card next to their exhibition piece/s.

Resources

A range of craft materials.

A range of pictures of crafts associated South Sudan or Africa. Paper or card on which learners write about their craft.

Tables or stalls on which crafts can be attractively exhibited.

Community Involvement

Family members and other members of the community should be invited to attend the craft exhibition.

Community members could also be encouraged to share any crafts or craft skills that they may have in order to inspire and inform learners.

Cross-cutting Issues

Peace Education:

Identify acts that can lead to conflict, recognising that craft exhibitions are a way of demonstrating unity and community cohesion.

Life Skills:

Learn ways of studying and improving their performance in school through the development and improvement of an art piece fit for an exhibition

Student Competencies

Creative thinking:

Suggest and develop crafts using their imaginations to create new art pieces.

Culture and Heritage

Appreciate and contribute to the development of South Sudanese culture by presenting and sharing crafts.

SCHOOL PROGRAMMES – THE ARTS

< Creative and Productive Individuals >

> Environmentally Responsible Members of Society >

> Good Citizens of South Sudan >

< Successful Life-long Learners >

Values and Principles

A culture of excellence that supports innovation and creativity.

Drama Festival

Curriculum Subjects

The Arts:

Create events and characters through dialogue, movement and gesture, individually and with others;
Develop scenarios for simple plays involving more than one character.

This programme aims to:

- Develop a rich approach to teaching drama that includes opportunities for learners to explore and develop sequences that are of interest to themselves or the community.
- Demonstrate an appreciation of the arts and in particular their contribution to community cohesion and wellbeing.
- Model an effective process for gathering people together, uniting citizens and promoting a sense of pride across communities.

Possible Year Group(s)

P1–P8

Duration

The festival should take place over the course of a day at the end of a term or school year.

Preparations for the festival should take place over four to six weeks beforehand, to give learners time to devise and practise their drama presentation.

Resources

Costumes, if possible, plus other stage materials such as drums, stands or platforms, masks and specific props.

Posters could also be created to advertise the Drama Festival.

Community Involvement

Family members could be invited to the festival or be involved in the preparation of costumes, props and staging.

Significant members of the community could be invited to officially open and close the festival.

The festival could also be an opportunity to raise awareness of a particular community issue, such as girls going to school, health and wellbeing or environmental conservation.

Cross-cutting Issues

Life Skills:

Discuss self-esteem, self-confidence and self-concept;
Increase the attributes of self.

Peace Education:

Co-operate within a group, appreciating different needs and roles;
Engage in common activities that bring people together.

Student Competencies

Creative thinking:
Work imaginatively to create new drama pieces.

Communication:
Speak clearly and communicate ideas fluently in an engaging way.

Culture and Heritage

Celebrate culture and heritage through drama and community events.
Instigate change for the better.

Celebrate inspiring leaders – local and national – within the community and beyond.

SCHOOL PROGRAMMES – THE ENVIRONMENT

< Good Citizens of South Sudan >

< Creative and Productive Individuals >

Values and Principles

An environment of empowerment that promotes independence, individual learning and critical thinking.

Curriculum Subjects

Science:

Understand the structure of a seed and the process of germination;
Understand the structure of plants.

English:

Take part in a discussion giving and justifying ideas creatively and confidently.

National Languages:

Give a presentation effectively and confidently on a chosen theme;
Respond readily to questions.

Flower Festival

This programme aims to:

- Create an environmental project that celebrates the colour, form and uses of local flowers.
- Create real opportunities for learners to work together to grow, harvest and present flowers in order to learn about the connection between seeds, flowers, soil types, fertilisation and irrigation.
- Celebrate the natural beauty of South Sudan through an exploration of a variety of flowers.
- Enable learners to present flowers and plants attractively in order to create a community event celebrating nature and biodiversity.
- Present opportunities for creating poetry and drawings to enhance the Flower Festival event.

Possible Year Group(s)

P3 – S4

Duration

Flowers need to be grown over the course of at least of a term.

The event planning could take between two and four weeks.

Final preparations for the Flower Festival should take one week.

Resources

Seeds or other flowers to harvest seeds from.

Hand tools to maintain healthy plants.

Buckets or containers to water the plants.

Containers to present flowers in.

Community Involvement

Parents and other family members are invited to attend the Flower Festival.

They could also be involved in the planting, growing and harvesting stages of the festival.

Cross-cutting Issues

Environment and Sustainability:

Recognise natural resources in the locality and how these need to be used sustainably.

Life Skills:

Discuss ways of making decisions and the consequences they have.

Student Competencies

Critical thinking:

Organise, grow, harvest and present a Flower Festival.

Communication and Co-operation:

Groups of learners work collaboratively to organise the festival.

Culture and Heritage

Celebrating the natural physical features of South Sudan.

< Successful Life-long Learners >

< Environmentally Responsible Members of Society >

SCHOOL PROGRAMMES – THE ENVIRONMENT

< Creative and Productive Individuals >

< Environmentally Responsible Members of Society >

< Good Citizens of South Sudan >

< Successful Life-long Learners >

Values and Principles

Generating a continued commitment to human rights and gender equity through exploring the way school gardens can promote community cohesion.

Promoting a sense of national pride in the way land is used to feed a nation.

Curriculum Subjects

Science:

Appreciate the importance of conserving plants; Know the food types and recognise the importance of a balanced diet.

Social Studies:

Understand the need to balance the protection of biodiversity with the development of agriculture and industry.

School Gardening

This programme aims to:

- Enable groups of learners to establish and maintain a school garden.
- Give learners the opportunity to learn together and be empowered to decide how they will organise their garden, what resources they will need, how it will be maintained and what/how the produce will be used.
- Support teachers to share and explore with learners a variety of key features of successful gardening techniques, as well as the economic and health benefits of different foods.

Possible Year Group(s)

P5–S4

Older learners should consider how they could teach younger learners to maintain the gardens effectively.

Duration

It is expected that this programme will run over the course of the whole school year. It will require frequent attention from groups of learners in order to maintain, harvest and distribute produce appropriately.

Resources

Learners should identify for themselves what tools and resources they might need. It is likely these will include hand tools, seeds and a watering facility.

Community Involvement

Learners should be encouraged to seek support from community members who have expertise related to growing and the sharing of tools, seeds etc.

Cross-cutting Issues

Life Skills:

Understand different roles in a community; Explore human rights and responsibilities.

Environment and Sustainability:

Consider a sustainable approach to farming and strategies for increased organic production.

Student Competencies

Critical thinking:

Work in groups to effectively maintain the school garden, look after the crops and share the harvest.

Critical thinking:

Think critically about how to grow and harvest foods in the most efficient ways.

Culture and Heritage

Learners should be given the opportunity to share their own experiences of growing food, in order to explore together the significance of farming in their culture. This should include how practices have changed over time (heritage) how they vary according to location.

Values and Principles

A culture of excellence that supports innovation and creativity.

Re-use and Recycle

This programme aims to:

- Enable learners to take an entrepreneurial approach to using waste and litter in their community.
- Develop skills relating to business development, product design and career progression.
- Consider innovative ways of protecting the environment.
- Develop strategies for income generation at a small scale.
- Illustrate the link between waste and climate change.

Possible Year Group(s)

S1–S4

Duration

This programme should take one full term.

Initially, learners should conduct an assessment of the most prolific waste issues in their community. Using their findings as a basis for discussion and research, they should conduct some research into how other communities in South Sudan and neighbouring African countries re-use or recycle waste into something new. Examples may include using plastic bottles for irrigation systems, broken pots to deter insects and pests in kitchen gardens, and carbonised bio-waste to create fuel briquettes.

Resources

Access to research facilities and resources. If possible, opportunities to communicate with waste management services in the locality.

Community Involvement

Learners should speak to members of the local community to explore their attitudes to waste and find out if they have any suggestions for change.

Learners should share with the local community their ideas for re-using and recycling, ask their opinions about them and begin to market their new product/s accordingly.

Cross-cutting Issues

Environment and Sustainability:

Find out about the possible causes of climate change and evaluate the evidence for these.

Peace Education:

Recognise the link between conservation of the environment and peace.

Curriculum Subjects

Citizenship:

Be well informed about some of the wider challenges and issues of global interdependence, including sustainable development.

Science:

Outline the impact of climate change on populations of animals and plants.

Student Competencies

Critical and creative thinking:

Sort and analyse information to come to conclusions.

Co-operation:

Contribute to environmental sustainability.

Culture and Heritage

Contribute to the development of South Sudanese culture by promoting projects that respect and conserve the environment.

Values and Principles

The curriculum should provide an environment of empowerment that promotes independence, individual learning, critical thinking, problem-solving and emotional intelligence.

Poultry Farming

Curriculum Subjects

Science:
Learn about a variety of plants and animals;
Consider what sources of information - including first-hand experiences - to use to answer questions.

Social Studies:
Take part in community projects.

This programme aims to:

- Create real experiences and opportunities to develop entrepreneurship and progressive farming skills.
- Support learners to develop the skills necessary for working within a budget, keeping accounts and generating income.
- Enable learners to develop marketing strategies to sell eggs and poultry, the profits from which will be reinvested in the project to develop it further.
- Roles should include: feeding poultry, maintaining housing, collecting eggs, selling eggs, investing/buying further resources with profits.

Possible Year Group(s)

PG- P7

Duration

The programme will initially develop intensively over four to six weeks and will then continue over a one-year period. Plans should be made for this to be sustained for future years.

Resources

Poultry for eggs and breeding.
Poultry housing and tools for build and maintenance. Containers to collect eggs.
Community Involvement
Buying and selling eggs to the market, school or local community.
Financial or resource support or contributions from the community to establish the project.

Cross-cutting Issues

Environment and Sustainability:
Understand the need to balance the protection of biodiversity with the development of agriculture and industry.

Student Competencies

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

Co-operation:
Work collaboratively towards common goals.

Culture and Heritage

Learners develop into active and responsible citizens of South Sudan.

SCHOOL PROGRAMMES – SCHOOLS VISITS AND VISITORS

< Creative and Productive Individuals >

< Environmentally Responsible Members of Society >

< Good Citizens of South Sudan >

< Successful Life-long Learners >

Values and Principles

Human rights and gender equity in relation to health and wellbeing.

Visiting a Dispensary or Surgery

This programme aims to:

- Help learners appreciate people in their community who help them.
- Help learners appreciate some basic aspects of healthy living.
- Enable learners to visit a different place in order to enhance their learning about citizenship and communities.
- Develop an understanding of the way that communities work together.

Possible Year Group(s)

P1-P2 (P6-P8)

This visit could be supported and designed by older learners (ie:P6-P8) in order for them to practise their planning and communication skills with younger people and other adults.

Duration

The visit itself is likely to take half a day depending on the location of the dispensary or surgery.

In order to maximise the learning opportunities, one week should be used to prepare for the visit. During this time, learners should talk together about what they already know and create some questions to ask the medical officials at the surgery or dispensary. After the visit, two to three weeks should be used to summarise what has been learnt. Learners could create some role plays to illustrate what they have learnt. They could also create a short presentation for their families about what they have learnt.

Resources

Contacts with local dispensaries or surgeries.

Pictures of features of the centres, in order to prepare the learners for their visit.

Community Involvement

Family members may be invited to support the visit in order to keep all children safe and together during the visit.

Cross-cutting Issues

Life Skills:

Discuss healthy living issues including appropriate hygiene practices.

Peace Education:

Engage in common activities that bring people together.

Curriculum Subjects

National Languages:

Listen attentively to others;
Talk about matters of immediate interest.

Science:

Identify parts of the body;
Know how to keep them clean;
Know about proper use of the latrine.

Student Competencies

Critical thinking:

Plan and carry out investigations.

Communication:

Listen and comprehend speech in a variety of forms.

Culture and Heritage

Value the diversity of people and the different roles they play in society.

SCHOOL PROGRAMMES – SCHOOL VISITS AND VISITORS

< Creative and Productive Individuals >

< Environmentally Responsible Members of Society >

< Good Citizens of South Sudan >

< Successful Life-long Learners >

Values and Principles

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

Visiting a Fishing Site

This programme aims to:

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

Possible Year Group(s)

S1–S2

Duration

The visit itself is likely to take one day.

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

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

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

Resources

Information about local fishing industries.

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

Community Involvement

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

Cross-cutting Issues

Environment and Sustainability:

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

Curriculum Subjects

Geography:

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

Biology:

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

Student Competencies

Critical and creative thinking:

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

Culture and Heritage

Learners develop an appreciation of their own culture.

Section 7: Appendix B- Secondary Citizenship units



Secondary 1

Unit	Title	Link to syllabus units from Social Studies
1	<p>Human rights and the criminal justice system Explore different kinds of rights and responsibilities. Understand that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected. Be aware of the theory of peace conflict resolution. Understand the importance of various approaches to conflict resolution.</p>	Unit 1 Citizenship
2	<p>The key characteristics of parliamentary and other forms of government Know about and understand the characteristics of parliamentary and other forms of government.</p>	
3	<p>Local government: How decisions are made at a local level Know about the functions of central and local government and the opportunities to contribute. Understand the importance of participating in democratic life.</p>	Unit 2 Leadership
4	<p>Local government: priorities, finance and the opportunity to contribute Know about the functions of central and local government, the public services they offer and how they are financed, and the opportunities to contribute. Understand the importance of participating in democratic life.</p>	
5	<p>The community and the environment: the importance of sustainability Learners make informed contributions to discussions and debates on a range of topical and controversial issues.</p>	
6	<p>The electoral system and the importance of voting Understand the characteristics of parliamentary and other forms of government, including the electoral system and the importance of participating in democratic life. Know about the functions of central and local government.</p>	
7	<p>Involvement in a community project Learners make informed contributions to discussions and debates on a range of topical and controversial issues. Know about the functions of central and local government and the opportunities to contribute.</p>	

Secondary 2

Unit	Title	Link to syllabus units from Social Studies
1	<p>The importance of playing an active part in the democratic process Recognise the importance of playing an active part in democratic and electoral processes.</p>	Unit 1 Culture
2	<p>Conflict resolution: at the local, national and international level Recognise key areas of conflict (e.g. power, identity, religion, natural resources). Know about key advocates for non-violence in South Sudan and the world. Understand the work of parliament, the government and the courts in making and shaping the law. Investigate the ways in which rights might compete and conflict, and understand that hard decisions have to be made to try to balance these.</p>	
3	<p>Know about key advocates for non-violence in South Sudan and the world Work with others to initiate, negotiate, plan and carry out an appropriate course of action in the local community to bring about change.</p>	Unit 2 Leadership
4	<p>Gender and education Develop informed arguments, taking account of diverse viewpoints, and challenge assumptions or ideas as they are explored. Investigate the ways in which rights might compete and conflict.</p>	
5	<p>The work of parliament and the courts in making laws Understand the work of parliament, the government and the courts in making and shaping the law.</p>	
6	<p>The world as a global community: from the East African Federation to the UN Learners develop informed arguments, taking account of diverse viewpoints, and challenge assumptions or ideas as they explore them. Recognise the importance of playing an active part in democratic and electoral processes.</p>	
7	<p>Involvement in a community project Work with others to initiate, negotiate, plan and carry out an appropriate course of action in the local community to bring about change.</p>	

Secondary 3

Unit	Title	Link to syllabus units from Social Studies
1	Opportunities for individuals and groups to bring about social change Be aware of the opportunities for individuals and voluntary groups to bring about social change.	Unit 1 The Government Unit 4 The People
2	Legal and human rights at a national and international level Understand how civic leadership can work together to promote peace-making and conflict resolution.	Unit 2 The Parliament
3	The significance of the media in society Understand the importance of a free and responsible press, and the media's (including the internet) role in society, in providing information and forming opinion. Become aware of the citizen's need to resist manipulation by such media.	Unit 3 The Media
4	Working together to bring about change Be aware of the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Africa and internationally.	
5	HIV/AIDS Understand the importance of a free and responsible press, and the media's (including the internet) role in society, in providing information. Be aware of the opportunities for individuals and voluntary groups to bring about social change locally.	Unit 5 HIV and AIDS Education
6	Linking environmental conservation to peace Recognise the links between conservation of the environment and peace.	
7	Involvement in a community project Be aware of the opportunities for individuals and voluntary groups to bring about social change locally.	

Secondary 4

Unit	Title	Link to syllabus units from Social Studies
1	The National Constitution of South Sudan Understand the role of the United Nations (UN) Charter on conflict and peace resolution and the African Union (AU) charter on conflict and resolution and what effect these has on policy making at a constitutional level in South Sudan.	Unit 2 Conflicts Unit 3 Patriotism Unit 6 The National Constitution
2	Systems of government around the world Be well informed about some of the wider issues and challenges of global interdependence and responsibility.	Unit 5 Peace
3	How the economy functions in South Sudan and elsewhere Be aware of the rights and responsibilities of consumers, employers and employees and how these affects and are affected by local and national economies.	
4	The rights and responsibilities of consumers, employers and employees Be aware of the rights and responsibilities of consumers, employers and employees.	
5	Peace-Making Understand the basis of holistic peace-making and conflict resolution. Understand the role of the United Nations (UN) Charter on conflict and peace resolution and the African Union (AU) charter on conflict and resolution.	Unit 1 The Tools of Citizenship Unit 4 Community and Social Change
6	Global interdependence and responsibilities and the need for sustainability Be well informed about some of the wider issues and challenges of global interdependence and responsibility, including sustainable development.	
7	Involvement in a community project Understand the basis of holistic peace-making and conflict resolution.	

Section 8: Appendix C- The Life Skills



Cross-cutting Issue: Life Skills

Elements to be integrated into the curriculum.

	P1	P2	P3	P4
Already in subjects	Talk about where they come from, <i>(home, parents, siblings and friends, place of worship)</i>	Discuss healthy living issues including appropriate hygiene practices <i>(e.g. hand washing)</i>	Discuss attributes of self-including interests, gifts and talents	Discuss different roles and images of boys and girls and relate it to social pressure
To be included in school personal programmes	Talk about interests (self-awareness) Demonstrate basic hygiene practices	Discuss what they like or dislike Talk about different emotions, negative and positive Demonstrate ways of expressing empathy and compassion to others Tell good touches from bad ones Demonstrate and practice good etiquette <i>(e.g. excuse me, sorry, may I, please)</i>	Demonstrate ways of communicating ideas and emotions Demonstrate ways of reaching out to others – compassion and empathy Show emotional awareness focusing on sharing difficult emotions Discuss different kinds of relationships and acceptable ways of relating with others	Increase the attributes of self (attitudes, perceptions, gifts and talents) Learn ways of studying and improving their performance in school Identify some key core values in life <i>e.g. honesty, trust, respect</i> Discuss different prevention coping skills <i>(negotiation, refusal, assertiveness)</i>

P5	P6	P7	P8
<p>Discuss body changes and how they affect their personal development</p> <p>Discuss peer pressure and how it affects choices they make in life</p>	<p>Discuss gender differences and stereotypes and rites of passage</p> <p>Discuss forced and early marriages and its effects on personal development</p>	<p>Be aware of the harmful effects of drugs and substance abuse</p>	<p>Discuss different forms of showing respect for human rights and responsibility</p>
<p>Discuss self-esteem, self-confidence and self-concept</p> <p>Discuss ways of making decisions and consequences</p>	<p>Describe personal strengths and weaknesses and link them to personal development</p> <p>Discuss common drug and substance abuse and their effects in their lives</p> <p>Discuss body image and how they relate it to personal development</p> <p>Participate in clubs and school community linkage</p>	<p>Understand/appreciate positive self-concept, self-esteem, confidence building</p> <p>Discuss different causes & effects of emotions and how they affect relationships</p> <p>Discuss stress – what it is and how to manage it</p> <p>Discuss their ambitions for life</p> <p>Discuss body image and its relationship with self-concept</p>	<p>Discuss core spiritual values and relate them to daily personal life</p> <p>Discuss the link between personal awareness and career decision making (<i>interests, subjects and possible careers</i>)</p> <p>Demonstrate concept of assertiveness and other refusal skills</p>

