

# Teacher Training

## Activity Booklet One

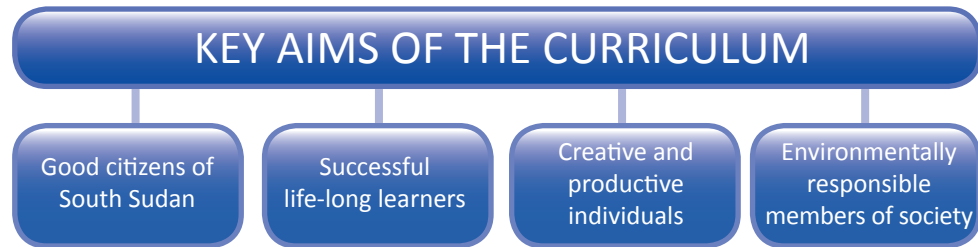
Primary

English, Social Studies, The Arts, National Languages



# The Vision

A new country needs a new curriculum. In setting out this curriculum for our young people, we set out our ambitions for the nation; for peace and prosperity, for growth and development, for harmony and for justice. The education of young people of South Sudan should be firmly rooted in their rich culture and heritage and to enable them to grow into true citizens of the world.



## Student Competencies

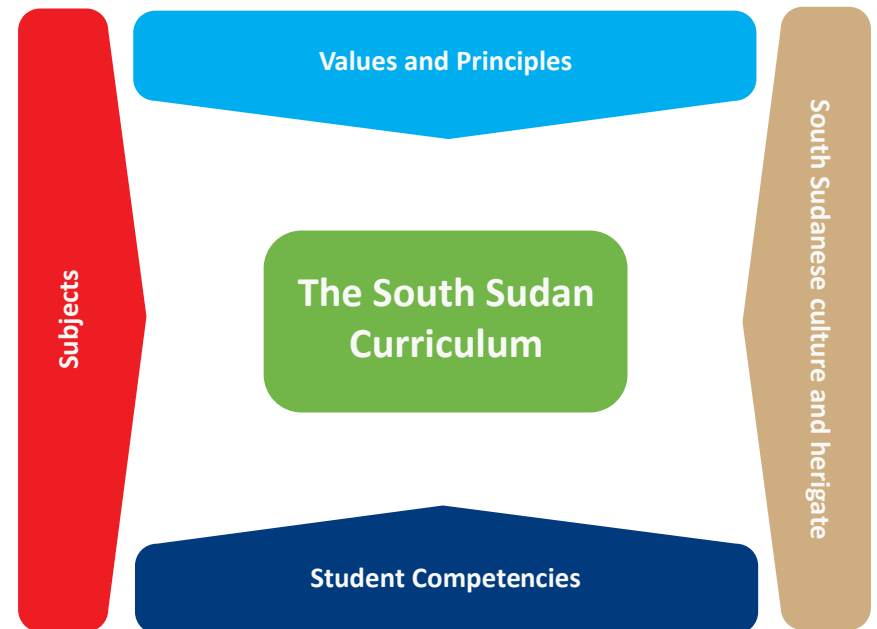


Traditional subjects continue to be important, but young people need to develop a set of competencies that they can apply in all those subjects, and which they can also apply throughout life. These competencies lie at the heart of every subject, and enhance learners' understanding of those subjects. They are also the competencies that are needed for young people to continue to learn, to adapt to change, and to cope with the challenges of life in the 21st Century.

# Vision

If the nation's vision is to become a reality, then we need young people who are knowledgeable about the key subject areas. They also need to possess the skills and the attitudes to make good use of that knowledge and to apply it in the service of the community. The subject knowledge together with the skills and attitudes forms the competencies that will equip learners to become global citizens in the 21st Century.

Citizens of South Sudan also need a clear sense of identity and an understanding and appreciation of the rich culture and heritage of their own country. The curriculum is therefore an association of subjects and competencies, driven by aims, values and principles, and located within the rich culture and heritage of South Sudan.



# Activity 1: Exploring Models

# Additional Ideas

## Developing Student Competencies

# The String Shape Challenge

In this activity, learners are challenged to make different shapes with a variety of mathematical properties. Groups work to create shapes at the request of the teacher and of their peers. Learners should explain their thinking in order to clarify their reasoning and to develop accurate related mathematical vocabulary.

Teaching and Learning Sequence		Learner Competencies
A	Ask learners to arrange themselves into groups of four to six. Provide them with a loop of string about 6m long. Tell them to keep both hands on the string at all times and to stretch out the string into any shape.	Negotiating and coordinating groups. Working collaboratively towards common goals.
B	Call out some of the shape challenges listed below. Encourage learners to narrate their ideas and justify their choices of position and shape.	Thinking critically about how to form shapes accurately and how to respond appropriately to ideas from others.
C	Ask a few learners in each group to volunteer to give shape challenges.	Sharing responsibilities for leading learning. Communicating ideas clearly.
<b>Possible Shape Challenges</b>		
Make a shape with two or more acute/obtuse/right angles. Make a shape with one pair of parallel or perpendicular sides. Make a quadrilateral. Make a shape with one line of symmetry. Make a three-dimensional shape.		

## Primary 1: National Languages

Learners use string and a range of other materials to make the shapes of different letters. They **talk about what changes** need to be made to each shape in order to form different letters in different languages.

## Primary 5: The Arts

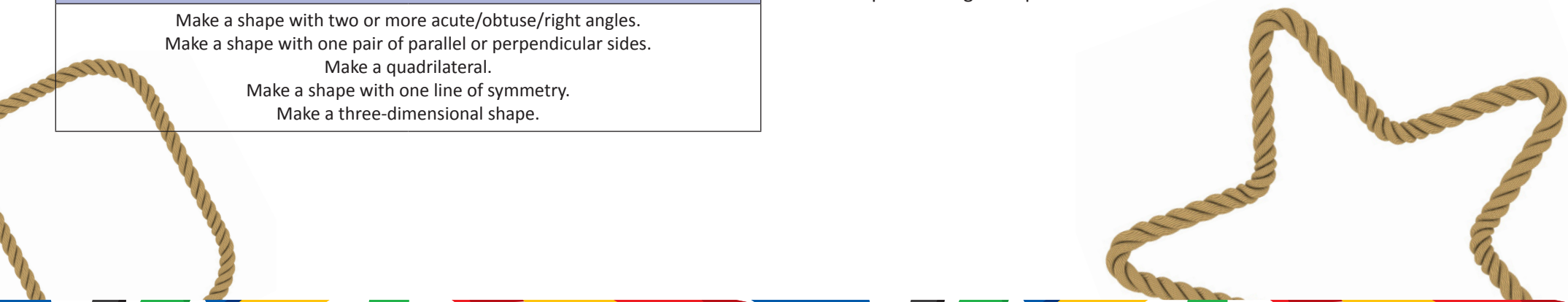
Learners experiment using string to create a range of shapes and images to **express their ideas** in three dimensions. String could be used to make bags, for example, or nets, as well as to make a picture about the waves in the ocean or the clouds above the mountains.

## Primary 6: Social Studies

Learners use the string to create a timeline showing South Sudan's struggle for independence of over time, naming the key people involved. Learners stand along the timeline to represent different people or events, **selecting and describing key decisions**, speeches, etc.

**In English, learners** work in groups to compose a song or poem about a journey along a river (represented by the string). Or they consider and describe situations in which a problem (represented by the string tied in knots) needs solving.

**In Social Studies, learners** use the string to create contour lines on a map or to produce a grid to practise coordinates.



## Activity 2: Solving Problems and Making Plans

## Additional Ideas

### Developing Student Competencies

# Planning a Town

In this activity, learners are challenged to work in small groups to plan the design of a town. They are given some specific parameters and some guidance, but the activity promotes the use of all of their competencies.

In the box below, design a town in which the area is divided up as follows:

$\frac{1}{2}$  = Houses

$\frac{1}{4}$  = Parks & Gardens

$\frac{1}{8}$  = Shops

$\frac{1}{8}$  = Factories


Explain why you have arranged the town in this way.

Teaching and Learning Sequence		Learner Competencies
A	Divide the learners into groups of four. Ask them to describe to each other what they believe the task to be.	Communicating and cooperating in order to work towards common goals.
B	Encourage each group to try out a few ideas and to evaluate the effectiveness of their ideas as they work.	Planning and carrying out investigations. Sorting information to come to conclusions.
C	Ask two groups to share their ideas. Tell them to ask each other relevant questions to prompt improvement and clarity. After this, ask each group to complete a final version of their own plan.	Speaking clearly to communicate ideas coherently.

### Primary 4: The Arts

In **small groups**, learners discuss a number of different moods that they might experience daily. **They experiment** with various instruments in order to most effectively illustrate a particular mood. **Learners plan together** a sequence of sounds to perform to others, who have to guess the mood/s being portrayed.

### Primary 8: English

Learners work in groups to organise a debate about possible plans for a new town near where they live. They select some key features for the debate, as well as some open questions aimed at promoting critical thinking. Learners should consider how to support their arguments with evidence, where possible based on examples of successes and challenges in other towns that they know.

### Primary 8: Social Studies

Learners work collaboratively to negotiate and plan an activity that would make a difference to people who live in a town or village near their school. They consider different aspects of the challenges faced by the people who live in these places, and select one challenge to plan an activity for. Where possible, learners research other solutions to these challenges, such as facilities for recycling, rainwater harvesting and pollution control.

**In National languages, learners** practise asking questions about towns and other settlements and read simple texts about towns in contrasting localities.

**In The Arts, learners** paint pictures to describe contrasting features of town life, or compose a piece of music to describe the sounds of a town at various times of day.



## Activity 3: Using Images and Objects

### Exploring Group Work

# Sort It!



In this activity, learners are asked to work in groups to sort a number of pictures of animals native to South Sudan. There are various challenges here that require learners to think in different ways and to collaborate effectively as a group. It is important that these kinds of activities are practised regularly, so that learners develop good habits for group work.

Other images to sort and explore include: trees; buildings; rivers; famous people; foods.

Other objects to sort and explore include: leaves; sticks; bottles; books; bags; clothing.

Teaching and Learning Sequence		Learner Competencies
A	Ask the learners to order the animals from, for example, the most to the least beautiful, the most to the least dangerous, their most to least favourite, the fastest to the slowest, and/or the most to the least lazy.	Learners work in groups of four to six and compare and share ideas.
B	Ask the learners to sort the animals into two groups, such as: hot/cold; smooth/rough; happy/sad; rare/common; bright/dull.	Learners work in the same groups and take it in turns to choose animals and explain their views.
C	Ask the learners to challenge each other to create a sequence of pictures that could illustrate a story. Learners choose titles such as: The Hunted; The Chase; Amazed Animals. Learners then narrate their stories.	Learners work in pairs to create a picture sequence and practise narrating a possible story.

### Features of Effective Group Work

- Assign roles: questioner; encourager; leader; reporter.
- Provide a clear description of the expected outcome.
- Create opportunities for creative thinking and problem solving.

Get on  
Respect each other  
On task  
Use quiet voices  
Participate  
Stay in your group

## Additional Ideas

### Primary 1: The Arts

In pairs, learners make a range of pictures, shapes, patterns and designs from materials and objects that they can find for themselves around the school or their homes. Learners are given possible starting points for their collages, including the names of places, a piece of music, a painting or short poem. Learners are encouraged to explain and describe the artwork they create in terms of how it reflects the starting point (stimulus) they were provided with.

### Primary 3: National Languages

Learners are provided with a collection of leaves, sticks, flowers or grasses that they have to sort into various categories. They explain their reasons for organising the materials in the way that they do and challenge each other to swap materials if the criterion for sorting is changed. Ideas for categories include: rough/smooth; bright/dull; old/new; near/far; fast/slow; shy/bold.

### Primary 5: English

Learners work in small groups to compose a quiz about some of the animals or other images that they have been presented with. Their questions may involve a close observation of the image/s or require learners to conduct a short piece of research in relation to one or more of them. Learners consider the accuracy of their punctuation in order to write questions correctly and encourage clarity and precision in any answers presented.

**In Social Studies, learners** compare natural resources found in contrasting parts of South Sudan or Africa. They select and rank which natural resources they believe to be of most benefit to the economy, providing examples of what the benefits are.

**In The Arts, learners** compare and critically appreciate the similarities and differences between paintings on a similar theme. They select one painting or photograph that they find particularly interesting, and use this as a stimulus for creating dance sequences or a musical composition.

## Activity 4: Exploring Stories

### Developing Thinking Skills

# Handa's Surprise

This activity is based on the story 'Handa's Surprise' by Eileen Browne.

Handa lives in Kenya. She fills her basket with seven delicious fruits, one for each of her friends. But as she walks, the basket balanced on her head, she is unaware of the crafty animals intent on stealing her fruits! The story is summarised at the back of this booklet.

Other well-known stories can be used as a starting point for many learning activities. The ideas below can be adapted for any story.



## Additional Ideas

### Primary 2: English

Learners work in pairs to talk about the story from **another character's point of view**. Learners take it in turns to interview this character and then consider what punctuation is necessary to ask questions and form simple sentences.

Learners **write a list** of the key points of the story (animals, food, places, character, etc.) and then write one word to describe each of them. Another learner is challenged to match the describing word to the key point of the story, **explaining their views**.

### Primary 4: Social Studies

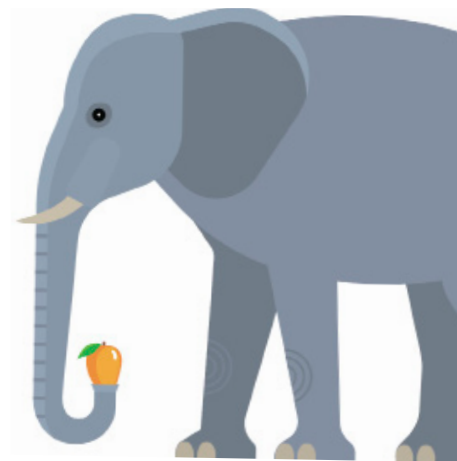
Learners work in groups to choose two aspects of the story connected South Sudan. They explain their ideas and further describe the connection (e.g. locality, language, food and farming, climate). Learners then draw some maps, diagrams or flow charts that show specific aspects of this connection.

### Primary 6: The Arts

Learners work in pairs to **design** a packet or container for the specific purpose of holding a small selection of items described in the story. **Plans** for the final designs should include **early drafts and the refining** of techniques for drawing, painting and packaging in order for the finished product to be appealing.

**In English, learners** write an alternative ending to the story, or compare this story to other well-known stories.

**In National Languages, learners** re-write the story so that there is a different surprise or a different purpose for the journey of the main character.



Teaching and Learning Sequence		Thinking Skills for Learners
A	Read the story to the learners. Then, ask them to work with a partner to summarise the story in a maximum of 30 words.	Outlining the key features of the story. Selecting appropriate language. Summarising effectively.
B	Ask the learners, in small groups, to compose a simple poem based on the story. Suggest possible titles and phrases for the poems, such as: Bold Bananas Bounce; Magnificent Mangoes Mingle; Outrageous Oranges Ooze.	Generating phrases for the poem, based a language pattern provided. Modifying and revising vocabulary to create the desired effect.
C	In groups, ask the learners to create a short role play or sequence of pictures that show this story taking place in another country or locality.	Selecting key features of the story. Changing them so they match another setting.

# Handa's Surprise

Handa put seven different delicious fruits in a basket for her friend, Akeyo. Her walk to see Akeyo took her past a variety of animals who found the fruits to be very inviting...

She will be surprised, thought Handa as she set off for Akeyo's village with the fruits in a basket balanced on her head.

Handa wondered which fruit Akeyo would like the best.

Will she like the soft yellow banana thought Handa as a crafty monkey stole the banana,

or the the sweet-smelling guava? An eager ostrich stole the guava too!

Will she like the round juicy orange thought Handa as a quick witted zebra stole the orange,

or the ripe red mango? An excited elephant stole the mango too!

Will she like the spiky-leaved pineapple thought Handa as a grateful giraffe stole the pineapple,

or the creamy green avocado? A greedy gazelle stole the avocado too!

Will she like the tangy purple passion-fruit Handa thought as a perky parrot stole the passion-fruit, the last fruit of them all!

Nearby, a goat escaped his tether. He ran towards Handa and bumped into a tangerine tree which sent a shower of fruit into Handa's basket.

Handa wondered which fruit Akeyo would like the best.

"Hello, Akeyo," said Handa. "I've brought you a surprise."

"Tangerines!" said Akeyo. "My favourite fruit."

"TANGERINES?" said Handa. "That is a surprise!"

