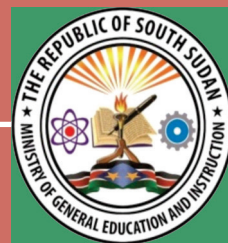




South Sudan



Secondary Citizenship 4

Teacher's Guide



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South Sudan

**Secondary
4**

Citizenship

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Introduction

The vision of the basic education curriculum reforms is to enable every citizen to become an **engaged, empowered** and **ethical** citizen. This will be achieved by providing every citizen learner with the right **standards** in the skills and knowledge that they deserve, and which they need in order to thrive in life. This shall be accomplished through the provision of excellent **teaching, school environments, resources** and a **sustainable visionary curriculum** that provides every learner with high quality learning.

In order to do this, teachers must engage the learners in exciting activities that allow them to use and progressively demonstrate the competencies outlined in the curriculum.

This Teacher's Guide has been designed to do just that. It places the learner at the Centre of learning. The Teacher's Guide provides pathways for identifying and nurturing the talents and interests of learners early enough to prepare them for the world of work, career progression and sustainability.

Based on a competency based curriculum; the guide, as well as the learners' book provide methods of **assessment, promoting of national values and national cohesion and their integration into the curriculum.**

The teacher should nurture the learner's potential through the learning pathways that are provided in this book. This is for the recognition of the learner's potential, gifts and talents. At the end of the day, no child should be labelled a failure.

The Book Structure

This Teacher's Guide is organised into **two** main sections. **Part 1** is the general introduction section detailing pedagogical issues. **Part 2** highlights the units just as outlined in the learner's book. It gives in details the expected learning **units and interesting teaching and learning activities.**

Organisation of the teacher's guide

1. Units
2. Learning outcomes
3. Key inquiry questions
4. Core competences to be developed
5. Teaching and learning resources
6. Teaching methods
7. Learning activities

Units

These are a wide range of topics or situations. They are familiar with the learners' experiences and the activities they do on a daily basis. These are accompanied by pictures that will motivate the learners.

These represent the skills; **for example, knowing opportunities for change, understanding the government, knowing the human rights and demonstrating patriotism towards our country and culture.** It is through the skills that learners apply their learning and engage in higher order thinking. These skills relate to the upper levels of Bloom's taxonomy and they lead to deep rather than surface learning.

Learning outcomes

By the end of the course the learner should be able to:

- Understand the charters for peace and conflict resolution.
- Know some of the systems of government around the world and make comparisons to that of South Sudan.
- Know and understand how the economy functions in South Sudan.
- Appreciate the rights and responsibilities of consumers, employers and employees.
- Understand the peace making processes.
- Explain the need for sustainable development in South Sudan and around the world.
- Plan and organise a community project.

Key inquiry questions

The question statement is a comprehensive learning statement presented as a starting point. It is a question that is meant to make the learners want to find out the solutions in the course of the lesson.

Core Competences to be developed

A competency based approach enables meaningful connections within and between subject areas. The core competencies to be achieved by every learner are:

- Critical and creative thinking
- Co-operation
- Communication
- South Sudanese culture and identity.

Teaching and learning resources

This section lists the teaching aids needed for the theme. These are the materials for lessons in this book:

- Learner's textbook
- Newspapers
- The constitution
- Pictures and photographs among other illustrations
- Charts
- Internet
- Audio visual materials

Sometimes the teacher can improvise relevant materials for lessons.

Learning activities

Learning activities help the learners through a practical approach to attain their expected learning outcomes. Activities also guide the teacher through the teaching process and framing of his lessons.

Teaching Methods in Citizenship

It is important to discuss some of the methods commonly used during instruction of the Citizenship. These are:

- (i) Demonstration
- (ii) Role play
- (iii) Individual work
- (iv) Discussion

These methods are good and should be used appropriately as per the lesson at hand.

(i) Demonstration

When the pupils are expected to use teaching aids, make models or draw pictures, it is necessary for the teacher to demonstrate first what he or she expects of them. When the teacher is demonstrating, say for example how a game is done, he or she is to ensure that all the pupils can see what he or she is doing.

(ii) Role play

The teacher can ask learners to act out a dialogue in small groups and then demonstrate before the whole class. This method enables learners to fully interact with one another and with the teacher during the lesson.

(iii) Individual work

Individual work by pupils begins when the teacher assigns a few problems to them during class work. This is the application session where every individual pupil is expected to work on his or her own.

During this session, the teacher moves round the class marking pupil's work and giving individual attention to those in difficulties. Individual work is then extended to the homework assignment where the pupils will be expected to solve problems outside the classroom. Individual work encourages the pupils to go through learnt concepts alone. This reveals to the teacher how a pupil would perform after instruction. It is possible to conclude whether the lesson achieved the expected objective or whether a remedial lesson is needed.

(iv) Discussion

In discussion, a teacher acts as a facilitator during pupil's interaction. He or she poses the topic for discussion and acts as a resource person. Discussion educates and trains the pupils to apply knowledge, think critically, solve problems easily and obtain relevant information easily and make pertinent decisions.

An effective discussion is characterised by the following:

- (i) A group atmosphere should prevail where all learners are actively involved.
- (ii) Participation should be critical and reflective with lots of cooperation.
- (iii) All in class should share in decision making and conclusions reached.
- (iv) The teacher's role is that of a guide and sometimes that of a facilitator.

Note:

The two most important documents in planning to teach are the schemes of work and the lesson plan.

a) Schemes of work

A scheme of work is a collection of related topics and subtopics drawn from the syllabus and organised into lessons week by week for every term.

b) Lesson plan

A lesson plan is a detailed outline of how the teacher intends to carry out a specific lesson.

Grouping Learners

Learners can be grouped for discussions and activities considering any of the following.

- (a) Similar ability grouping
- (b) Mixed ability grouping
- (c) Similar interests grouping
- (d) Needs grouping
- (e) Friendship grouping
- (f) Sex grouping

Grouping learners has several **advantages** such as:

- (a) The individual learner's progress and needs can easily be observed.
- (b) The teacher–learner relationship is enhanced.
- (c) A teacher can easily attend to the needs and problems of a small group.
- (d) Materials that were inadequate for individual work can now easily be shared.
- (e) Learners can learn from one another.
- (f) Cooperation among learners can easily be developed.
- (g) Many learners accept correction from the teacher more readily and without feeling humiliated when they are in a small group rather than the whole class.
- (h) Learners' creativity, responsibility and leadership skills can easily be developed.
- (i) Learners can work at their own pace.

The type of “grouping” that a teacher may choose depends on:

- (a) The topic or task to be tackled.

- (b) The materials available.
- (c) Ability of learners in the class (fast, average, slow).

However, the teacher must be flexible enough to adjust or change his or her type of grouping to cope with new situations.

Teaching Resources

These refer to things that the teacher requires during the teaching process. They include:

- The classroom
- Learner's book
- Wall charts, Cards, pictures and wall maps
- Classroom objects
- Models
- Resource persons
- Social facilities such as health centres, mosques, other learning institutions and community organisations.
- Enterprises such as agricultural farms, industries and others.

Improvisation

If each learner is to have a chance of experimenting, cheap resources must be made available. Expensive, complicated materials may not always be available in most schools. Such sophisticated equipment made by commercial manufacturers is usually expensive and majority of schools cannot afford it. The teacher is therefore advised to improvise using locally available materials as much as possible.

Note: Certain topics are best studied during a particular weather condition than at other times. For instance, observation of colours and visit of a farm are best done during sunny weather. The teacher should therefore think ahead while making the scheme of work so that the prevailing weather pattern is considered. This will ensure that suitable activities for learning Citizenship are planned for with the weather in mind.

However, a good scheme of work should be sufficiently flexible to cope with unexpected situations and can be altered or modified to suit certain circumstances.

Conclusion

This Teacher's Book has been written to help you guide students to learn Citizenship.

In the most enjoyable and captivating manner. you are reminded to always arouse the curiosity of learners as you teach.



South Sudan

Secondary Citizenship 4

Teacher's Guide

Secondary Citizenship has been written and developed by Ministry of General Education and Instruction, Government of South Sudan in conjunction with Subjects experts. This course book provides a fun and practical approach to the subject of Citizenship, and at the same time imparting life long skills to the Students.

The book comprehensively covers the Secondary 4 syllabus as developed by Ministry of General Education and Instruction.

Each year comprises of a Student's Book and a Teacher's Guide.

The Student's Books provide:

- Full coverage of the national syllabus.
- A strong grounding in the basics of Citizenship.
- Clear presentation and explanation of learning points.
- A wide variety of practice exercises, often showing how Citizenship can be applied to real-life situations.
- It provides opportunities for collaboration through group work activities.
- Stimulating illustrations.



All the courses in this Secondary series were developed by the Ministry of General Education and Instruction, Republic of South Sudan. The books have been designed to meet the Secondary school syllabus, and at the same time equipping the Students with skills to fit in the modern day global society.

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