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Message from the Honourable Minister of Education and Sports



Dear Teachers,

Education is key to the promotion of National development objectives and is instrumental to the achievement of Uganda's Vision 2040. The main objective of the Ministry of Education and Sports is to expand access to quality education for all Ugandans.

When you make a visit outside Uganda you underscore how factors like rapidly advancing technologies and global economic integration are increasingly connecting us all to the different communities throughout the world. For instance educators, whether in Louisville, Accra, Pretoria, Cairo or Tokyo face the same challenge as they prepare students to live and work in the 21st century. You find that in all countries people recognize the direct relation between their economic future and the effective education of their children. It is abundantly clear that the most advanced countries in the world are strongly committed to the continuous improvement of their education system. In these nations people are willing to make sacrifices—on a personal level and societal level—to do what is necessary to improve their children's future. There are common core standards, competences, knowledge and skills their graduates require to operate effectively in this global village. This kind of education is called Global Citizenship Education (GCED).

Global Citizenship Education helps and enables young people to develop the core competencies which allow them to actively engage with the local, national and global challenges so that they live in a more just and sustainable community.. Global Citizenship Education (GCED) has been proposed as one of the common global goals clearly indicated in the Sustainable Development Goals (SDGs) and the Education 2030 Framework for Action. The importance of promoting the SDGs has been internationally recognized. Most education authorities are challenged to foster GCED by reorienting national education system, by integrating GCED in the existing national curriculum or in the process of curriculum development. Evidence suggests that the main driver of implementing the curriculum is the teacher. Therefore as MoES we have developed a teacher's resource book to steering GCED.

I therefore call upon all players, particularly those in the teacher education sub-sector; both central and local government sectors, civil society organizations, private sector and communities to embrace this teacher's resource book and use it as a tool to equip the learners to become effective global citizens. We would like the teachers to equip learners with the global competences so that they can be able to explore or investigate the world, recognize the different perspectives, communicate effectively to the global communities and take action of having a peaceful and sustainable future for all generations.

For God and my Country

A handwritten signature in black ink, appearing to read 'Janet Museveni'.

JANET KATAHA MUSEVENI

FIRST LADY AND MINISTER FOR EDUCATION AND SPORTS

Message from the Secretary General Uganda National Commission for UNESCO



Dear Teachers,

The Ministry of Education and Sports aims to improve equitable access to quality education for Ugandans at all levels. As stated in the 1992 Government White Paper in the National Goals and Broad aims of Education that we shall uphold and maintain national independence and patriotic feelings. This would include developing a sense of love for all citizens, and feeling of patriotism. This promotes an understanding and appreciation of national unity, patriotism and cultural heritage; with due consideration of international relations and the beneficial interdependence. This was not to kick the facts into the rag that our country is part of the global village. It only pointed out that we are in the era of globalization.

However, globalization brings the traditional concept of citizenship into question as it becomes easier to identify oneself with a set of global interests that are shared by many. Some of these universal interests include sustainability, democracy, human rights, and economic stability. Certainly, the linking of educators and students worldwide through technology creates an international network that fosters a sense of global community.

Furthermore, Uganda's Vision 2040 comes out strongly on the aspiration to live and work in a peaceful, secure, harmonious and stable country and at peace with all our neighbours. This implies citizenship beyond our national borders. Certainly, the notion of citizenship has taken on a new meaning from its historical usage as it has gone "global".

Bearing all this in mind the "citizens" in this century need the knowledge, understanding, skills, values and attitudes required to function within and beyond cultural communities and national borders. Learners too need to know and understand how life in their cultural communities and nations like Uganda influence other nations around the world. Therefore, this knowledge and understanding are key components of global citizenship so they must be imparted to the young people in schools.

A handwritten signature in black ink, appearing to read 'Rosie Agoi'.

ROSIE AGOI

SECRETARY GENERAL UNATCOM

Message from the Director NCDC



Dear Teachers,

The quality of education of country depends on the quality of its teachers. On the other hand, the educational experiences one goes through impact greatly on the knowledge, understanding, skills acquired, values and attitudes developed. Consequently, it determines what one is able to do in becoming a successful and effective local, national and global citizen. However, this is only possible if the quality of the teacher is enhanced and supported.

This manual uses the term “global citizen” to describe someone who knows and cares about the contemporary affairs in the world, not just in his or her own nation. To bring out this fact, Ugandan teachers need to move along the spectrum of global citizenship. This implies that learners of all ages are equipped with values, knowledge, and skills that reflect and instil respect for human rights, social justice, diversity, gender equality and environmental sustainability.

Learners would be empowered to be responsible global citizens to realise their rights and obligations to promote a more inclusive, just and peaceful world. Therefore, teachers need to fully understand and embrace the idea of a global citizen in order to work for and preserve a network of relationships and connections across the planet, while at the same time deepening a sense of one’s own identity and integrity.

In this manual, NCDC and UNATCOM have identified pedagogical strategies for delivery GCED in the 21st skills to make learners global citizens. The manual leaves room for the teacher to use their own innovativeness and lessons learnt to enhance delivery.

I therefore appeal to all stakeholders to join hands with the teachers and support the integration and implementation of Global Citizenship Education in the learning processes in primary schools.

A handwritten signature in black ink, appearing to be 'G. Baguma', written in a cursive style.

GRACE BAGUMA

DIRECTOR NATIONAL CURRICULUM DEVELOPMENT CENTRE

Acknowledgement

The *Global Citizenship Education Teacher's Resource Book* was authored through a joint effort of Uganda National Commission for UNESCO (UNATCOM) and National Curriculum Development Centre (NCDC).

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List of Abbreviations

CCT	-	Coordinating Centre Tutor
CRE	-	Christian Religious Education
GCED	-	Global Citizenship Education
IRE	-	Islamic Religious Education
MoES	-	Ministry of Education and Sports
NCDC	-	National Curriculum Development Centre
PBUH	-	Peace Be Upon Him
PTC	-	Primary Teachers' College
SST	-	Social Studies
TIET	-	Teacher Instructor Education and Training
UN	-	United Nations
UNATCOM	-	Uganda National Commission of UNESCO
UNESCO	-	United Nations Educational Scientific and Cultural Organisation

Background

Global Citizenship Education (GCED) is a target for Goal four of the 2030 agenda for Sustainable Development and the post 2015 educational goals of the Incheon declaration which states *“To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”*. **GCED** is specifically contained in target 4.7: *ensuring that by 2030, all learners acquire the knowledge and skills needed to promote sustainable development, including, among others: through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.*

Global citizenship refers to a sense of belonging to a broader community and common humanity for peaceful and sustainable world.

Global Citizenship Education is an educational option that aims at equipping learners of all ages with knowledge, skills and values that reflect and instil; respect for human rights, social justice, diversity, gender equality and environmental sustainability and empower them to be responsible global citizens.

The specific aims of Global Citizenship Education include to: Develop an understanding of global governance structures; Recognise and appreciate difference and multiple identities; Develop and apply critical thinking for civic literacy; Recognise and examine beliefs and values; Develop attitudes of care and empathy for others and the environment; Develop values of fairness and social justice; Participate in and contribute to contemporary global issues at local, national and global levels.

It is a civic learning that involves learners’ active participation in projects that address global issues of social, political, economic and environmental nature. It is a lifelong learning perspective beginning from early childhood through all levels of education into adulthood requiring both formal and informal approaches, curricular and co-curricular intervention and conventional and non-conventional pathways to participation.

It is a concept that goes beyond the study of specific issues inserted in a single subject within the context of compulsory school curricula. It also goes beyond regular school programmes carried outside the classrooms. It is a way of understanding, acting and relating oneself to others and the environment; based on universal values, through respect for diversity and pluralism.

Many countries have already embraced Global Citizenship Education and therefore, Uganda as a country is embracing GCED.

Why the Teacher’s Resource Book

Global Citizenship Education may sound like a new concept but a lot of related contents on GCED already exist in the Uganda Primary Schools curriculum. Such topics include; People in Our district, Climate, Environment, Vegetation, Zakat among others, in SST and RE. GCED is about developing a sense of belonging to a wider global community. Teachers and leaders in the schools and institutions are not fully informed and skilled in what this “curriculum” entails.

Some of the added key skills a teacher needs in the integration of GCED into the curriculum include; relating the existing content to GCED, identifying appropriate activities, methods, instructional resources that promote the learning of GCED, using appropriate assessment procedures that help determine the extent of learning and identifying key messages the learners need to understand and appreciate during the teaching / learning process.

This Teacher Resource Book therefore has been developed to support teachers during the process of integrating GCED in all the learning experiences for P.4 and P.5 classes. It contains some suggested activities but the teacher is at liberty to choose, adapt, adopt and design other strategies based on his/her situation.

How to Use this Resource Book

- This resource book is a practical support material for primary school teachers. It provides basic information about Global Citizenship Education for use during scheming and lesson planning.
- This resource book should be used in reference with the curriculum, textbooks and the learners’ readers on GCED.
- Specific entry points in the Curriculum have been identified for the integration of GCED. These are topics in the curriculum that are relevant to GCED. These should guide the teachers during scheming the scheming and lesson planning.
- The Key message is an important statement that the learner needs to understand, appreciate and practice. Highlight the key GCED messages to the learners during each lesson.
- You should explain the key terms provided under each topic in relation to Global Citizenship Education.
- You can use the proposed methods as suggested in the resource book.
- Use the suggested learners’ and teacher’s activities where possible within your situation. You are free to use any other appropriate activities. Give learners opportunity to share experiences in relation to their family, school and community in regard to GCED.
- Give learners opportunity to carry out these activities individually, in pairs, groups or as whole class. You are advised to make the activities more accessible to the learners e.g. by presenting the activity on chalkboard, manila papers, flash cards among others
- Provide opportunity for learners to practice what they learn in class, during co-curricular or out of school activities.

- Use the guidance on assessment to assess your learners, document, record, and provide feedback to all stakeholders.

Key Stakeholders

All stakeholders have a part to play in the integration and implementation of Global Citizenship Education into the Uganda Primary Schools Curriculum. This can be done through development of policy framework for integration, development of support materials, sensitization programmes, curricular instruction and co-curricular programmes, financial support, understanding and practicing key skills among others. Below is a list of key stakeholders in the implementation of GCED.

- Learners
- Parents
- Teachers
- Faith Based Organizations
- District Councils / Local Governments
- Head teachers
- DEOs and District Inspectors of Schools
- Members of School Management Committees
- Support staff
- Parents Teachers Association
- Non-Governmental Organisations / Civil Society Organisations
- Cultural Institutions
- Ministry of Education and Sports
- Ministry of Gender, Labour and Social Development
- Ministry of Ethics and Integrity
- UNATCOM (Uganda National Commission for UNESCO)
- UN family/Asia Pacific Centre of Education for International Understanding

List of Key GCED Messages

- We need to live in harmony with and support the different people in our district since each person has a value.
- Be a good leader and participate in electing your own leaders democratically.
- We need to appreciate the value of social services, support their provision and maintenance.
- Participate in activities that promote and conserve our natural resources.
- The activities we do promote and affect the climate.
- We need to conserve and expand our vegetation cover to protect our environment.
- Love one another; we all belong to the same human race.
- Have a population size that can ensure sustainable use of the available resources sustainably.
- Every citizen has a role in governance at local, national, regional or global level.

- Participate in democratic governance of our nation and respect the symbols of other nations.
- Appreciate and relate well with people from different societies for peace and sustainable development.
- Care and protect the environment for sustainable livelihood.
- It is my responsibility to live in harmony with God and other people.
- Practice good leadership to create harmony for peaceful living.
- Serve others voluntarily without discrimination for harmonious living.
- Success or failure in life depends on the decisions we make.
- Create a peaceful environment for all.
- Live in harmony with one another despite the differences in beliefs and religions.
- Believe in and perform good deeds.
- Forgive and reconcile with those who offend you.
- Paying debts makes you live in peace and harmony with others.
- Relate well with your neighbours to promote peace.

SOCIAL STUDIES

Primary Four Topics

Topic: **People in our district**

Learning Outcome

The learner develops the ability to live in harmony with others and appreciates the value of work.

Key GCED Message

We need to live in harmony with and support the different people in our district since each person has a value.

Key Terms

Tribe, ethnic, settlement, work

Content Summary	GCED Focus
<ul style="list-style-type: none">• Origin of the people, factors for migration, settlement patterns.• Types of work; some of the types of work include; fishing, farming, teaching, treating the sick, driving, protecting people• Problems faced. The most common problems faced include; Weather problems, Lack of market, Fall in market prices, Few numbers of staff, Poor roads• Types of social activities done• Importance of social activities• Factors contributing to people's way of life	<p>With the political and environmental problems, people are forced to leave their home areas and migrate. Such people can be very useful to us. We need to accept and live in harmony with such persons and treat them well.</p> <p>Learners need to understand the values and cultures in specific societies and across global society, Indigenous peoples' issues and perspectives, the interaction of different values and beliefs in our lives</p> <p>Valuing and respecting diversity</p> <ul style="list-style-type: none">• Value difference and diversity• Welcome opportunities to learn from other cultures and societies• Respect human rights and fundamental freedoms

Methods

- Demonstration
- Brainstorming
- Role play
- Excursion

Instructional Resources

- Garden tools, fishing hooks, fishing nets, brick moulds, money, videos
- Dresses for nurses and doctors, clinical thermometer, syringes, helmet, resource persons

Suggested Teacher's Activities

- Organizing the field visit
- Collecting and developing instructional resources
- Developing ideas for the role play in advance
- Guiding learners to role play, helping them to compose songs and rhymes
- Mobilizing learners to participate in different activities
- Conducting assessment and providing feedback

Suggested Learner's Activities

- Participating in the following activities where applicable; fishing, farming, pottery, brick laying
- Role playing some of the social activities
- Composing and reciting rhymes, poems
- Composing and singing songs that bring out self-identity and encourage unity in diversity, about Migrations; act drama about refugee life; social activities

Sample Activity

A rhyme (My Identity)

My name is *Ayikoru*
I am a *Lugbara*
My language is *Lugbara ti*
My best food is *Enya isa*
Our dance is *Nambi*
I love my friend *Kato*
(This continues for all friends in a group.
A group should not have more than 10
members. The teacher can identify other
aspects of diversity)

Guidance on Assessment

- Guiding learners into identification of activities (activities should reflect the key GCED message, mind about the language used and tone of the rhymes and songs)
- Guiding learners as they organise the activities (activities should be in line with the topic, help learner develop materials to use and provide materials they may not get)
- Ensuring appropriate grouping considering physical, socio-cultural, gender and other differences
- Monitoring learners' activities as they work
- Ensuring that activities that the learners have prepared for are presented to a bigger audience
- Recording and document the assessment outcome.
- Giving feedback to the learners and other stakeholders
- Conducting remediation

Topic:

Our Leaders in the District

Learning Outcome

The learner develops the ability to choose his/her leaders and practices good leadership at school and in their community.

Key GCED Message

Be a good leader and participate in electing your own leaders democratically.

Key Terms

Leader, administrative structure, elections

Content Summary	GCED Focus
<ul style="list-style-type: none">Qualities of a good leaderRights and responsibilities of people in our district	<ul style="list-style-type: none">We are all leaders; among our peers, in the class, in our groups, in our families.Leadership is a service for the people.Leadership starts at a small level and gets bigger with exposure and age. We have a right and responsibility to determine our leaders.A leader needs to manage change with a given group of actors; motivate, involve and support relevant actors and make difficult but reasoned decisions

Methods

- Role play
- Debate
- Discussion
- Brainstorming

Instructional Resources

- Photos
- Text write-ups
- Newspaper articles
- documentaries

Suggested Teacher's Activities

- Grouping learners and guiding them to role play
- Instructing and guiding learners to make posters

- Providing materials for making posters
- Discussing leadership experiences
- Guiding learners to write class rules
- Guiding discussions on documentaries
- Providing materials for making posters

Suggested Learner's Activities

- Role playing; leadership, resolving conflict, council meetings etc.
- Making posters of role models in their school and community.
- Sharing leadership experiences
- Developing class rules.
- Watching and sharing ideas about the documentaries
- Reading and summarizing information about inspirational local, national and global leaders
- Conducting a debate on leadership

Sample Activity

Case study

Mr. Kato is a teacher of P.4 class in Karuma Primary School. He has 85 pupils in his class. He teaches Social Studies and English Language.

Mr. Kato is liked by his pupils. The pupils call him Mr. Smart. This is because Mr. Kato is always smart. He tucks in his shirts and puts on a neck tie. He is always very clean and looks healthy.

Mr. Kato is always the first teacher to arrive at school. In the class, he teaches very well. He tells stories and sings songs with his pupils. Mr. Kato does not give corporal punishment to his learners

Mr. Kato rewards pupils who perform well. Sometimes, Mr. Kato sweeps the classroom with his pupils. He does this to guide the learners on how to sweep well.

He makes learners to participate in making decisions. He listens to the pupils when they have problems. He gives them good advice. Mr. Kato is a good teacher.

Activity

- i. What class does Mr. Kato teach?*
- ii. State any four practices of a good leader in Mr. Kato*
- iii. Mention some four behaviours that you do not like in your community (Learners can do this activity as a whole class, in pairs, in groups)*

Guidance on Assessment

- Identifying or guide learners into identification of activities (activities should reflect the key message, mind about the language used and tone of the rhymes and songs)
- Guiding learners as they organise the activities (activities should be in line with the topic, help learner develop materials to use and provide materials they may not get like text materials on model leaders)
- Monitoring learners' activities as they work
- Recording and document the assessment outcome.
- Giving feedback to the learners and other stakeholders
- Conducting remediation
- Forming groups of five or four then set questions on qualities of a good leader
- Identifying questions on rights and responsibilities about people in our district
- Providing materials to the learners
- Helping them to role play qualities of a good leader
- Preparing a motion about children's right for children to debate.

Topic:

How to Meet People's Needs in Our District

Learning Outcome

The learner appreciates the value of social services and supports their provision.

Key GCED Message

We need to appreciate the value of social services, support their provision and maintenance.

Key Terms

Social services, social service centres, provision, support

Content Summary	GCED Focus
<ul style="list-style-type: none">• Types of social services.• Problems in meeting social services.• Solutions to problems identified• Caring for social service centres	<ul style="list-style-type: none">• Social services are used by many people. Governments and other players in the private sector try to provide social services to the population, though they may be inadequate. We can support the governments and the private sectors in the provision of social services. Ensure inclusiveness in their provision (e.g. SNE, gender, age).• Focus on the social skills of; active participation in a diverse team; participate in decision-making processes, including consensus; Act sensitively in decision-making processes; manage, mitigate or resolve conflict

Methods

- Field trip/ excursion
- Demonstration
- Discussion
- Role play
- Project method

Instructional Resources

- Social service centres

- Tools for cleaning compound
- Seedlings/seeds
- Drawing and painting materials

Suggested Teacher's Activities

- Identifying service centres to visit
- Identifying projects
- Monitoring project
- Evaluating learners' activities
- Availing materials
- Demonstrating good practices

Suggested Learners' Activities

- Role play provision of social services
- Cleaning water sources
- Maintenance of roads
- Slashing around the school
- Planting trees and flowers (this should be managed and evaluated by the teacher)
- Drawing posters
- Visiting nearby service centres
- Conducting a debate (e.g. Topic: Road transport is better than air transport; Teachers are better than Doctors)

Sample Activity

A poem

Education, Education, Education
 Gives us knowledge, skills and values
 Thank you teachers! Thank you parents

Health, Health, Health
 Treats and prevents diseases
 Thank you doctors! Thank you nurses

Transport, Transport, Transport
 Moves people and goods
 Thank you drivers! Thank you pilots!

(Teachers are free to add other social services like security, Communication etc. Poems should have 3-4 stanzas and each stanza should have a maximum of three short sentences)

Guidance on Assessment

- Identifying or guide learners into identification of activities (activities should reflect the key message, mind about the language used and tone of the rhymes and songs)
- Guiding learners as they organise the activities (activities should be in line with the topic, help learner develop materials to use and provide materials they may not get like text materials on model leaders)
- Ensuring appropriate grouping considering physical, sociocultural, gender and other differences
- Monitoring learners' activities as they work
- Ensuring that activities that the learners have prepared for are presented to a bigger audience.
- Recording and document the assessment outcome.
- Giving feedback to the learners and other stakeholders
- Conduct remediation

Primary Five Topics

Topic:

Climate in Uganda

Learning Outcome

The learner understands and appreciates the value of climate to nature.

Key GCED Message

The activities we do affect the climate

Key Terms

Climate, nature

Content Summary	GCED Focus
<ul style="list-style-type: none">• Climatic regions• How climate influences human activities• Problems associated with wet and warm areas on living things• Possible solutions	<p>Different regions are affected by climate differently. A number of human activities like fishing, crop production, livestock production, etc. are carried out in different climatic regions</p> <p>Many problems like landslides, floods, drought, and diseases are caused by climatic changes in the world. People need to plant trees, avoid digging along the mountain slopes, avoid bush burning, etc.</p> <p>Develop understanding of; Local-global people-environment relationships; steps towards a more sustainable global environment; measuring and monitoring sustainability</p>

Methods

- Demonstration,
- Field trips/excursion/ transect walk
- Project method

Instructional Resources

- Photographs
- Videos
- Atlas
- Charts from different areas
- Six's Thermometer

- Rain gauge
- Seedlings / seeds
- Tools for cleaning compound

Suggested Teacher's Activities

- Guiding learners to draw and locating climatic regions
- Providing watering can to the learners
- Providing seedlings and seeds to the learners
- Organising and preparing materials for cleaning water sources
- Giving learners guidelines on field trips
- Report writing
- Collecting instructional resources
- Assessing and giving feedback to learners

Suggested Learners' Activities

- Planting trees, flowers, grasses
- Watering plants in the environment
- Cleaning water sources,
- Drawing and locating climatic regions on the map.
- Identifying different crops grown in a garden
- Observing the skies
- Field work on identifying pests and diseases affecting crops
- Measuring and recording the elements of weather.

Sample Activity

Story (The King's Address)

Once upon a time, there was a king of Bubu Kingdom. He was a good leader who cared for his people and the environment. One day, the king looked at the skies and saw dark and heavy clouds. He knew that the wet season was near. He ordered everybody to report to the palace for a meeting in three days. Nobody knew why the king was calling for a meeting.

On the day of the meeting, the king welcomed and greeted the people. He thanked them for the work they were doing during the dry season. He gave some examples as; brick making, preparing land for planting, herding animals, making crafts, harvesting and drying crops.

The king said the dry season has been very difficult for the people. He identified some of the problems as; moving far distances looking for water and pasture for animals, irrigating plants and high temperatures. He also talked about; wilting of plants, bush fires, hunger and drying up of our water sources.

The king told the people that the purpose of the meeting was to remind them that the wet season was near. He told them to prepare for the rains by getting their seeds ready for planting. He further advised them to buy ropes to tether their animals so that they do not destroy crops. The king also told them to prepare and pack firewood for cooking. The king informed the people that the kingdom had seedlings. He told the people to prepare land and get the seedling for planting. This would protect the environment since the kingdom is on a sloping land.

The king asked his people to prepare for the problems that come with the wet season. He mentioned landslides and mud slides, flooding of the water bodies, strong winds that would destroy houses and property. He also talked of heavy garden work and fast running water that would cause soil erosion. Diseases like malaria, cholera, and typhoid would be common.

The king told the people use the environment wisely and live in harmony with each other. He told his people to welcome foreigners, treat each other fairly and educate their children. He promised that the kingdom will send the best pupils to study in Europe. This will help the members of the kingdom know what happens in other parts of the world.

One chief stood up to thank the king for the good advice. He promised that as chiefs, they will help the people to practice what the king has talked about. The people were very happy and went to their homes to prepare for the rain season.

Guidance on Assessment

- Guiding learners to measure, record and report on weather conditions for a period of time
- Providing learners with media reports/article. Let them explain how climate changes cause problems to life and/or how human activities result into changes in the climate.
- Caution should be taken against possible causes of accidents during projects
- Guiding learners to identify activities (activities should reflect the key message, mind about the language used)
- Guiding learners as they organise the activities (activities should be in line with the topic, help learner develop materials to use and provide materials they may not get like text materials on model leaders)
- Ensuring appropriate grouping considering physical, sociocultural, gender and other differences
- Monitoring learners' activities as they work
- Recording and document the assessment outcome.
- Giving feedback to the learners and other stakeholders
- Conducting remediation

Topic:

Natural Resources in Uganda

Learning Outcome

The learner understands and appreciates the natural resources in their environment and practices how to conserve them

Key GCED Message

Participate in activities that conserve our natural resources

Key Terms

Natural resources: lakes, rivers, springs, mountains, forests

Content Summary	GCED Focus
<ul style="list-style-type: none">• Different types of natural resources• Location of different natural resources• Importance of natural resources• Problems associated with development of various natural resources• Care of natural resources	<p>Natural resources can get depleted. The resources we have are shared across boundaries of countries e.g. air, water, land. Depletion in one locality therefore affects other people. Depletion of resources creates shortage. We need to use these resources sustainably such that people who come after us can still get the resources.</p> <p>Develop the skills of; concern about over-consumption, environmental degradation and resource depletion, concern for the future of the planet and future generations and commitment to sustainable livelihoods and lifestyles</p>

Methods

- Nature walk / field trip/ excursion
- Demonstration
- Discussion
- Brainstorming
- Project method

Instructional Resources

- Mulch
- Stones
- Seeds and seedlings
- Hoes, slashers, matchboxes
- Manure

Suggested Teacher's Activities

- Identifying projects
- Collecting instructional resources
- Identifying sites for projects
- Guiding learners during projects
- Evaluating and giving feedback to learners

Suggested Learners' Activities

- Visiting the nearby resources and identifying their uses (forests, water bodies, land etc).
- Cleaning water sources,
- Practicing methods of harvesting water
- Develop conservation projects like planting trees, flowers, grass etc
- Practicing activities that control land degradation
- Removing polythene pollutants and reusing them
- Compose and present Creative Performing Art activities about natural resources (Songs, Rhymes, poems, skits, drawings, paintings)
- Develop a sensitization campaign in the school towards conservation of natural resources.

Sample Activity

Identify the following examples of natural resources in the word puzzle below:

Minerals, water, animals, forest,
sand, sun, air, oil, Land

L	Q	M	X	S	G	A
Z	A	I	Y	U	H	N
S	A	N	D	N	W	I
P	X	E	D	J	A	M
F	O	R	E	S	T	A
D	I	A	I	R	E	L
B	L	L	Y	S	R	S

Discuss ways in which each of the resources gets destroyed

Guidance on Assessment

- Making the conservation programmes real. The water harvested should be used in the school, the trees should be planted
- Identifying or guide learners into identification of activities (activities should reflect the key message, mind about the language used and tone of the rhymes and songs)
- Guiding learners as they organise the activities (activities should be in line with the topic, help learner develop materials to use and provide materials they may not get like text materials on model leaders)
- Ensuring appropriate grouping considering physical, sociocultural, gender and other differences
- Monitoring learners' activities as they work
- Ensuring that activities that the learners have prepared for are presented to a bigger audience. Organise other pupils as the audience.
- Recording and document the assessment outcome.
- Giving feedback to the learners and other stakeholders
- Conduct remediation
- Letting learners reflect and write how they can use resources sustainably in their community.

Topic:

Vegetation in Uganda

Learning Outcome

The learner understands and appreciates the value of vegetation for better living

Key GCED Message

We need to conserve and expand our vegetation cover for sustainability.

Key Terms

Vegetation, conservation, Population distribution, alternative, devegetation

Content Summary	GCED Focus
<ul style="list-style-type: none">• Different ways vegetation influences human activities• Uses of vegetation• Ways of conserving vegetation• Human activities that negatively affects vegetation• Relationship between vegetation and population distribution	<p>Our vegetation forms part of the global vegetation. Devegetation affects the local, national and global climate and human life. There are alternatives to devegetation. We can also replace the vegetation destroyed.</p> <p>Develop the understanding of Local-global, people-environment relationships;</p> <p>steps towards a more sustainable global environment and resources; environmental health and variety of living things in the area.</p>

Methods

- Nature walk
- Guided discussion
- Demonstration
- Brainstorming
- Project method
- Guided discovery

Instructional Resources

- The environment
- First aid kit
- Observation aids

- Debate assessment tools
- Seeds / seedlings
- Garden tools such as hoes, pangas

Suggested Teacher's Activities

- Identifying sites for visits
- Guiding learners during the visit
- Providing seeds/seedlings for planting
- Identifying the topic and preparing learners for the debate
- Forming discussion groups

Suggested Learners' Activities

- Visiting a farm, observe and record activities that conserve vegetation.
- Planting trees, grass and flowers
- Debating
- Carrying out Group discussions
- Following instructions as may be given

Sample Activity

Read the story about Khubonabona village.

The people in Khubonabona village have been farmers. They grow crops and keep animals. The crops they grow include; coffee, tobacco, bananas, Irish potatoes, sorghum, millet, beans and cow peas. They keep long horned cattle, goats, sheep, pigs and poultry.

At first, the village had only twenty five people. Their animals had enough pasture and water. The people also had enough land for growing crops. The land was fertile and the crops yielded very well. The people had enough food. They ate and sold some.

Gradually, their number started increasing. They had to build more houses and cultivate more land. They cut down trees for building materials and to create space for settlement. More trees were cut to get firewood and charcoal for cooking. The number of animals also increased. This made the available pasture not enough for them.

This left the land in Khubonabona village bare. Strong winds and running water easily removed the top soil. The soils lost their fertility. There were no wind breaks as such strong winds caused a lot of destruction to property. Eroded soil particles were carried into the water bodies. The water bodies later became shallow and dried out. Pests that used to feed on grasses started feeding on crops. They destroyed the crops.

The animals started dying because of lack of pasture and water. This caused famine and poverty in Khubonabona village. Many people suffered from diseases, children dropped out of school. Many people died. There was a lot of suffering. Some people left the village. These also caused problems to the other neighboring villages.

The people from all the affected villages later met to find out the problem. They found out that their suffering was caused by the destruction of the vegetation. They agreed to reduce destruction of the vegetation. They also agreed that each person should plant one hundred trees every year. Ten years later, their land regained its fertility. There is enough pasture and water for their animals. The people of Khubonabona village are happy again.

Questions

- i. *Mention the economic activities that the people of Khubonabona village were doing*
- ii. *Identify the factors that led to the destruction of vegetation in Khubonabona village*
- iii. *What were the effects of destruction of vegetation to the village?*
- iv. *Explain how the people in the villages managed to control the problems caused by the destruction of vegetation.*

Guidance on Assessment

- Maintaining the focus of the learners during the field trips. Ensure that they present what they learned during the visit.
- Making the conservation programmes real. The trees should be planted
- Cautioning should be taken against possible causes of accidents during projects
- Identify or guide learners into identification of topics for the debate. It should reflect the key message of the topic. The debate should be organised and presented to an audience. The normal school time for debate can be used for this.
- Ensuring appropriate grouping considering physical, sociocultural, gender and other differences
- Ensuring that all members participate in discussions and take turns for leadership positions and as presenters.
- Monitoring learners' activities as they work
- Recording and document the assessment outcome.
- Giving feedback to the learners and other stakeholders
- Conducting remediation

Topic:

The People of Pre-colonial Uganda

Learning Outcome

The learner develops deeper understanding and appreciation of how people relate in different ethnic groups.

Key GCED Message

Love one another, we all belong to the same human race.

Key Terms

Ethnic groups, pre-colonial, Customs, immigration, emigration, clans, values, social norms, diverse, co-existence, human race

Content Summary	GCED Focus
<ul style="list-style-type: none">• Major ethnic groups in Uganda.• Causes of immigration and migration• Factors affecting settlement patterns• Political organisations of the ethnic groups• Importance of social norms• Development of economic organisations	<p>The Human race is diverse in colour, language, politics, and culture among others. However, we are all the same. Each person has a value. We should work towards peaceful coexistence and supporting each other.</p> <p>You should focus on the knowledge of; Causes and effects of inequalities within and between societies (based on gender, socioeconomic status, culture, religion, age and other issues), changing perspectives on the process of social change and competing views on the eradication of poverty</p>

Methods

- Role play
- Dramatization
- Discussion
- Brainstorming
- Guided discovery

Instructional Resources

- Atlas
- Costumes for drama and role plays
- Resource books
- Video (like “The gods must be crazy”)

Suggested Teacher's Activities

- Writing the plays
- Forming discussion groups
- Providing materials for drawing maps
- Monitoring learners' activities
- Assessing and giving feedback

Suggested Learner's Activities

- Roleplaying social norms like marriage, leadership respect for elders, behavior towards strangers, greeting among others.
- Conducting a group discussion and plenary about their culture specific social norms
- Receiving and ready to use them
- Acting a drama on migration (causes, effects, processes)
- Drawing maps to locate the different ethnic groups in Uganda.
- A cultural presentation that depicts social norms
- Presenting their findings

Sample Activity

Preparing a language chart e.g.

S/N	NAME	TRIBE	GREETING	THANK YOU VERY MUCH
1	ANDAMA John	Lugbara	Mi ngoni	Awadifo ambo
2	WAKHWEYA Musa	Mumasaaba	Wenayo	Wanyala naabi
3	KASULE Robert	Muganda	Osiibye otya	Webale nnyo
4	MBABAZI Patience	Munyankole	Wasiba ota	Webare munonga
5	AMONG Serifa	Iteso	Yoga	Eyalama noi
6	ISABIRYE Elly	Musoga	Kodheyo	Webaale ihno

Guidance on Assessment

- Guiding learners to identify activities (activities should reflect the key message, mind about the language used and tone of the rhymes and songs)
- Guiding learners as they organise the activities (activities should be in line with the topic, help learner develop materials to use and provide materials they may not get like text materials on model leaders)
- Ensure appropriate grouping considering physical, sociocultural, gender and other differences
- Monitoring learners' activities as they work
- Assessing learners' ability to work in groups (social skills)
- Ensuring that activities that the learners have prepared for are presented to a bigger audience. Organise other pupils as the audience.
- Recording and document the assessment outcome.
- Giving feedback to the learners and other stakeholders
- Conducting remediation

Topic:

Population Size and Distribution

Learning Outcome

The learner appreciates, promotes and practices desirable values in society and shows respect for cultural diversity.

Key GCED Message

Have a population size that can use available resources sustainably

Key Terms

Population, population control, population density, population distribution

Content Summary	GCED Focus
<ul style="list-style-type: none">• Factors that influence population growth.• Population distribution and reasons• Effects of HIV and AIDs on population and economic production• Problems of high & low population• Solutions• Control of population growth	<p>Countries have different population densities. Countries also have different amounts of resources. A country is said to be poor when its resources are less than the population requires. Humans have a high ability to increase in numbers. The increased numbers always require more resources to survive. An increased population with limited resources results into suffering and death. People should control the size of their families according to how much resources they have.</p> <p>Focus on the behavioural skills of; Belief that people can make a difference, being prepared to take a firm position on important issues, being prepared to work for a more equitable future</p>

Methods

- Field trip
- Group discussion
- Demonstration
- Think-pair-share
- Learning stations/circus

Instructional Resources

- Resource person

- The environment
- Costumes for role play
- A chart showing definition of population terms

Suggested Teacher's Activities

- Planning for the survey
- Organizing learners for a group discussion
- Monitoring learners' activities
- Writing plays
- Organizing debate

Suggested Learner's Activities

- Carrying out a population survey
- Organizing and participating in a debate (e.g. Urban life is better than rural life; Polygamy is better than monogamy; HIV is a necessary evil; Family planning should be abolished)
- Dramatizing HIV and AIDS effects on population; effects of population growth

Sample Activity

1				2					
3					4				
	5								
			6	7					
		8					9		
							10		
					11				

ACROSS

1. The number of people living in an area at a particular time (10)
3. A condition of low body resistance to diseases caused by HIV infection (4)
4. Opposite of urban (5)
8. Population _____ refers to rise in population (6)
10. Human Immunodeficiency Virus abbr. (3)
11. _____ means, having a high population but with limited resources (4)

DOWN

1. Family _____ is determining the size of the family based on available resources (8)
2. _____ population is when there are few people living in an area (3)
4. _____ means having enough resources for the population (4)
5. The number of people per unit area living in a place (7)
6. Opposite of rural (5)
7. Of a particular place (5)
9. Population is said to be _____ when there are many people living in a small area (4)

Guidance on Assessment

- Identifying or guide learners into identification of activities (activities should reflect the key message, mind about the language used)
- Guiding learners as they organise the activities (activities should be in line with the topic, help learner develop materials to use and provide materials they may not get like text materials, references for debate)
- Ensuring appropriate grouping considering physical, sociocultural, gender and other differences
- During debate, look out for eloquence, confidence, relevance of points, rebutting, social skills among others
- Monitor learners' activities as they organise and work
- Ensuring that activities that the learners have prepared for are presented to a bigger audience. Organise other pupils as the audience.
- Recording and document the assessment outcome.
- Giving feedback to the learners and other stakeholders
- Conducting remediation

Topic:

The Government of Uganda

Learning Outcome

The learner understands and appreciates the roles of government organs and the rights and responsibilities of citizens of Uganda

Key GCED Message

Every citizen has a role in governance at local, national, regional or global level.

Key Terms

Government, citizen, child labour, local, national, governance

Content Summary	GCED Focus
<ul style="list-style-type: none">• Organs of government• Duties of government• Child labour education	<ul style="list-style-type: none">• Governance should not only be understood in terms of politics alone but also in terms of social and economic governance of the society. Therefore, our education system should aim at producing global citizens who are capable of participating in and contributing to contemporary global issues at local, national, regional and global level as responsible and responsive global citizens.• Focus on equipping the learners with skills that enable them address global challenges.• They should be committed to social justice, equity, sense of fairness and willingness to speak up for others.

Methods

- Dramatization
- Debating
- Discussion
- Role play
- Brain storming
- Excursion

Instructional Resources

- Documentaries
- Photographs
- Costumes
- Resource persons

Suggested Teacher's Activities

- Identifying debate topics
- Organizing debate sessions
- Coordinating the visits
- Search for authentic information on rights and responsibilities

Suggested Learner's Activities

- Debating
- Identifying the rights and responsibilities of citizens
- Dramatizing activities of the organs of the government
- Organizing a sensitization campaign in the school on the role of learners in governance
- Visiting nearby offices for the local organs of Government e.g. The council, the courts
- Role playing activities of the roles of the different organs of the government

Sample Activity

Poem

*I am a young citizen of Uganda
My government provides us education
This makes me a global citizen
I love my country, Uganda
I am a young citizen of Uganda
My government organizes regular elections
This makes me a global citizen
I love my country, Uganda
I am a young citizen of Uganda
My government relates well with other countries
This makes me a global citizen
I love my country, Uganda
I am a young citizen of Uganda
My government provides security to us and our property
This makes me a global citizen
I love my country, Uganda*

(You can add other roles of the government but follow the pattern of the poem)

Questions

- i. *Why is education important in making us global citizens?*
- ii. *How can lack of security in a neighbouring country affect Uganda?*
- iii. *What makes you a global citizen?*

Guidance on Assessment

- Identifying or guide learners into identification of activities (activities should reflect the key message, mind about the language used)
- Guiding learners as they organise the activities especially the visit (activities should be in line with the topic, help learner develop materials to use and provide materials they may not get)
- Ensuring appropriate grouping considering physical, socio-cultural, gender and other differences

- Monitoring learners' activities as they work
- Ensuring that activities that the learners have prepared for (e.g. debate, role play) are presented to a bigger audience. Organise other pupils as the audience.
- Recording and document the assessment outcome.
- Giving feedback to the learners and other stakeholders
- Conduct remediation

Topic:

Uganda as an Independent Nation

Learning Outcome

The learner appreciates the principles of democracy and practices democracy in his/her daily life.

Key GCED Message

Participate in democratic governance of our nation and respect the symbols of other nations.

Key Terms

Democracy, symbols of the nation, governance, constitution, refugees

Content Summary	GCED Focus
<ul style="list-style-type: none">• The symbols of a nation• Significance of the symbols• Democracy• Respect for democracy and elections	<p>All citizens have equal rights regardless of their gender, status, or religion. It is our duty and responsibility to defend the constitution, protect boundaries and respect our national symbols. It is important to live in harmony with refugees and other foreign nationals in your country, who should be law abiding. Your participation in democratic governance is critical for nation building.</p> <p>Emphasize on; Peace and justice in cultural and religious contexts, arms control and international security, alternatives to violence as a response to</p> <p>conflict, conflict resolution and negotiation</p>

Methods

- Singing anthem: Uganda National Anthem, EAC Anthem
- Story telling
- Demonstration
- Discussion
- Guided discovery

Instructional Resources

- The coat of arms
- National flag
- A copy of the Uganda National Anthem

- Models
- Charts
- Videos

Suggested Teacher's Activities

- Writing the play
- Procuring the video to watch (related to elections, independence celebrations among others)
- Organize what the learners have to draw such as; the flag, the coat of arms, the drum, shield, a spear
- Preparing the Anthems

Suggested Learner's Activities

- Role playing how to elect leaders for various positions
- Watching the video and discussing about it (e.g. a video on Independence Day celebrations, swearing in ceremonies, state of the nation address and other national events)
- Drawing the symbols of Uganda as a nation
- Singing the Uganda National Anthem in English and Kiswahili

Sample Activity

W	A	C	C	R	A	N	E	Y
S	U	N	Y	M	R	I	X	S
X	J	A	K	O	B	R	Q	H
W	D	O	N	T	E	X	O	I
C	R	E	S	T	E	D	Z	E
R	U	J	A	O	K	G	U	L
O	M	W	F	L	A	G	V	D
P	O	S	P	E	A	R	E	P
Z	E	M	B	L	E	M	V	Q

Identify the following words from the word puzzle above;

*Flag, Kob, Drum, Spear, Crane, Crested, Shield, Emblem, Motto,
Sun, Water*

Explain the meaning of the following features on the coat of arms

Crops

Sun

Kob

Drum

Guidance on Assessment

- Cautioning should be taken against possible causes of accidents during the role plays
- Ensuring that learners take note and discuss their observations during the watching of the documentary
- Guide learners as they organise the activities (activities should be in line with the topic, help learner develop materials to use and provide materials they may not get like text materials on model leaders)
- Ensure appropriate grouping considering physical, sociocultural, gender and other differences
- Providing learners with reference materials (photos, models or real objects) for the drawings.
- Checking for the standing posture, the audibility, clear articulation of words, concentration and correct music when singing the National Anthem.
- Monitoring learners' activities as they work
- Ensuring that activities that the learners have prepared for are presented to a bigger audience. Organise other pupils as the audience.
- Recording and document the assessment outcome.
- Providing feedback to the learners and other stakeholders
- Conducting remediation

Topic:

Foreign Influence in Uganda

Learning Outcome

The learner understands and appreciates the importance of interdependence among people and nations

Key GCED Message

Appreciate and relate well with people from different societies for peace and sustainable development.

Key Terms

Foreigners, Europeans, explorers, missionaries

Content Summary	GCED Focus
<ul style="list-style-type: none">• Reasons why foreigners came to Uganda• Foreign influence and contributions	<p>In today's contemporary world, nations and states can no longer do without people from different societies of the world. This may be attributed to social, economic or political factors. Therefore, our education system should;</p> <ul style="list-style-type: none">- aim at producing citizens that recognize and appreciate differences and multiple identities in terms of culture, language, religion, gender and a common humanity.- prepare citizens who are capable of welcoming opportunities to learn from different cultures and societies.- equip them with skills to deal with global challenges (e.g. drug abuse, homosexuality, religious extremism) <p>Focus on; values and cultures in specific societies and across global society; indigenous peoples' issues and perspectives; the interaction of different values and beliefs in our lives</p>

Methods

- Brain storming
- Discussion
- Debate
- Project method

Instructional Resources

- Documentaries
- Photographs
- Real objects, Models or pictures of local and foreign items
- Resource persons

Suggested Teacher's Activities

- Organizing debate sessions
- Writing the drama and providing materials for it
- Providing costumes and props

Suggested Learners' Activities

- Making models of items brought in by foreigners and our local items.
- Debate on the benefits and challenges of living with foreigners.
- Acting the drama on the coming and activities of foreigners in Uganda.

A case Study

Story about Butamanya Kingdom

Butamanya kingdom is located in the remote part of central Uganda. The kingdom did not want to change its ways of living. The kingdom resisted foreign influence. The king would order that whoever comes from a foreign land should be attacked and killed. This made the kingdom to be feared by people from different places.

On the other hand, people from the neighbouring kingdom of Kasokoso welcomed foreigners. As a result, these kingdoms slowly started developing. They got schools, hospitals and cash crops like coffee and cotton to grow. All these changes led to an improvement in their ways of living.

After a long time, the King of Butamanya Kingdom visited the king of Kasokoso. He was surprised to see the level of development in the Kingdom. The two kings had lunch together.

After lunch, the two kings had a meeting. The King of Butamanya wanted to know why Kasokoso kingdom was more developed. the King of Kasokoso said that it was because of foreigners. He said that the foreigners came with new ideas, money and skilled people. He added that they were friendly to the foreigners and gave them land for development. The King of Kasokoso took his friend around and visited schools, hospitals and modern farms.

After the visit, the King of Butamanya Kingdom went back and called for a council of elders' meeting. He told them about the developments in Kasokoso kingdom. They agreed to start welcoming foreigners and be friendly to them. When foreigners came, they gave them land.

Today, Butamanya Kingdom is developing and the people are happy.

Questions

- i. How did the people of Kasokoso Kingdom benefit from foreigners?*
- ii. What did the foreigners do for the people of Kasokoso Kingdom*
- iii. What lessons do you learn from the story?*

Guidance on Assessment

- Guiding learners into identifying activities (activities should reflect the key GCED message, mind about the language used).
- Guiding learners as they organise the activities (help learners develop materials to use and provide materials they may not get like text materials on model leaders).
- Ensuring appropriate grouping considering physical, socio-cultural, gender and other differences.
- Monitoring learners' activities as they work.
- Ensuring that the drama and debate that the learners have prepared for is presented to a bigger audience. Organise other pupils as the audience.
- Recording and document the assessment outcome.
- Giving feedback to the learners and other stakeholders.
- Conduct remediation.

Religious Education Section

Christian Religious Education (P.4)

Primary 4, Term 1

Topic 1: God's Continuing Love for His People

Learning Outcome

The learner appreciates, cares and protects the environment for sustainable development.

Key GCED Message

Care and protect the environment for a sustainable livelihood

Key Terms

Create, universe, human beings, obey, disobedience, punishment, consequences

CONTENT SUMMARY	GCED FOCUS
God's creation (environment)	<p>God gave us a beautiful environment to live in</p> <p>Emphasise the need to value all creations; value differences and diversity.</p>
<p>How people mismanage the environment at school, home and in the community</p> <p>The consequences of mismanaging the environment at local, national and global level.</p>	<p>God is not happy with us when we misuse or destroy the things He created.</p> <p>Mis-management of the environment leads to environmental degradation and depletion of the natural resources e.g. aquatic life (fish, amphibians) animals, overgrazing, air pollution.</p>
Ways of caring and protecting the environment at school, home and in the community for sustainable development	<p>Human beings have the responsibility to care for God's creation.</p> <p>People should guard against activities such as burning of bushes, deforestation, air and water pollution which destroy the environment.</p> <p>We are all concerned for the future of the planet and future generation.</p> <p>Commitment to sustainable livelihood and life style, and take care towards a sustainable global environment.</p>

Methods

- Dramatization
- Storytelling
- Project work
- Field trip/excursion
- Role playing
- Think-pair-share
- Discussion

Instructional Resources

Writing and drawing materials, dustbins, garden tools, incinerator, documentaries showing care for the environment, costumes, charts, pictures, story books, newspapers

Suggested Teacher's Activities

- Organizing and guiding learners for drama.
- Identifying the appropriate costumes for drama
- Organizing and conducting a field trip.
- Preparing materials for drawing and guiding learners in drawing pictures reflecting people caring for God's creation.
- Preparing sample stories and guiding learners to tell relevant stories

Suggested Learner's Activities

- Drawing pictures reflecting people caring for God's creation.
- Dramatizing caring for God's creation
- Telling and writing stories showing caring for God's creation.
- Field visits to see good and bad management of the environment.
- Composing and singing songs,
- Reciting rhymes
- Composing and reciting a prayer on the environment
- Generating environmental conservation messages

Guidance on Assessment

- Monitor learners as they carry environmental care activities
- Document and compile evidence based reports
- Provide timely feedback to relevant stakeholders
- Carry out remedial activity to the learners where need be

Sample songs on the environment

Songs on the environment

THE ENVIRONMENT (WE SHOULD ALL PROTECT)

♩ = *Jonathan Mugenyi (2017)*

Chorus { | s₁ . s₁ : m ., r | d : - . l₁ | f : f | m : r |

The en - vi - ron - ment, that our God gave us,

{ | s₁ . s₁ : m ., r | d : - . d | r : d . t₁ | d : - ||

the en - vi - ron - ment, we should all pro - tect.

Verses { | s : s . f | m : d | s : f . m | r : - |

1. Let's plant the trees now, let's keep them grow,
2. Don't burn the bush - es, please keep them green,
3. Those wat - er sourc - es, please keep them clean,
4. Think of the fu - ture, fu - ture for us,

{ | s : s . f | m : - | m . d : r . t₁ | d : - ||

when trees are green God will bless us all.
 that smoke is bad, kills en - vi - ron - ment.
 don't dig the swamps, these are good for us.
 our plan - et Earth, let us all pro - tect.

A Prayer

*God, we thank you for the environment we live in.
 Thank you for the things in it.
 The mountains, swamps, rivers, oceans, animals and
 plants you created
 Help us to use them well.
 Help us to care and protect them.
 In Your name, we pray
 Amen*

Allow learners to compose and recite their own prayers related to God's creation.

Note: It is a reminder that God gave us the environment so we should conserve and protect it.

Topic 2:

God's People and the Law

Learning Outcome

The learner appreciates and lives by the Commandments of God.

Key GCED Message

It is my responsibility to live in harmony with God and other people.

Key Terms

Commandments, love, kindness, appreciation, respect, patience, care, obedience

CONTENT SUMMARY	GCED FOCUS
How to behave in relation to the Ten Commandments.	<p>The Ten Commandments are an agreement between God and us. God wants to restore His relationship with us</p> <p>Develop values of faithfulness, obedience and honesty to oneself and others</p> <p>Encourage learners to have alternatives to violence as response to conflicts</p> <p>Put emphasis on peace and justice in cultural and religious contexts.</p>
Ways through which the Ten Commandments apply to real life at home, school and community	<p>The Ten Commandments help us keep in good relationship and live in peace with oneself and other people.</p> <p>Emphasise the need in valuing and respecting diversity and create peace, love, justice and co-existence by relating well with all humanity (others).</p>
Results of disobedience of the ten Commandments	<p>Disobeying the Ten Commandments causes; unhappiness, hatred, dishonesty, death which destroy peace and harmony.</p> <p>Emphasise respect for human rights and fundamental freedoms and being prepared to take a stand on important issues.</p>

Methods

- Discussion
- Recitation
- Story telling
- Role play
- Demonstration

Instructional Resources

Holy Scriptures, documentaries (from radios, televisions among others), Reference Books, Manilas, Markers, Masking Tapes, Resource persons, newspapers.

Suggested Teacher's Activities:

- Preparing a chart on the Ten Commandments
- Preparing and guiding learners for the role play.
- Where possible organize and have the learners watch the video related to the Ten Commandments.
- Guiding the learners to compose and recite a personal prayer.
- Organising healthy discussion through which the Ten Commandments apply in the real life.
- Guiding learners to develop messages for display

Suggested Learner's Activities

- Role playing and reciting the Ten Commandments.
- Discussing about ways through which the Ten Commandments apply to real life.
- Sharing experiences on how to keep the Ten Commandments.
- Watching a video on how people obey and disobey the Ten Commandments
- Generate messages
- Reading and writing down the Ten Commandments

Sample Activity

Reciting a Prayer

A Prayer

*God, thank you for the Ten Commandments
Thank you for guiding me
Help me and others to follow each of the commandments
to serve you and live in peace with other people
Amen*

Guidance on Assessment

- Observe learners as they relate with other people at school.
- Assess learners as they share lessons learnt regarding on the Ten Commandments.

Topic 3:

Following Jesus as a Leader

Learning Outcome

The learner appreciates good leadership and develops values such as love, kindness and respect for humanity.

Key GCED Message

Practise good leadership to create harmony and togetherness for sustainable development.

Key Terms

Leadership, authority, confidence, tolerance, justice

CONTENT SUMMARY	GCED FOCUS
Meaning of leadership and authority	Develop the type of leadership that is accommodative and promotes peace, love, justice, tolerance and forgiveness
Qualities of a good leader	<p>In every society be it at home, school, community there are leaders. A leader should be one who guides and directs others to willingly follow and work together.</p> <p>Put emphasis on social skills which include: active listening, reflecting for effective communication and practicing good leadership that creates peace and tolerance.</p>
How leadership and authority can be exercised at home, school and community.	<p>Encourage practicing good leadership that involves, active listening, empathy, involving and supporting others.</p> <p>Bring out the need to involve others in decision making</p>

Some key qualities of a good leader to emphasise include; A good leader should be honest, kind, patient, disciplined, exemplary, trusted, respectful, dedicated, confident, orderly, understandable, counsellor, influential, heads and others follow, accountable, transparent, an effective communicator, a good mobiliser.

Methods

- Discussion
- Story telling
- Dramatization
- Recitation

Instructional Resources

- Costumes, props
- Pictures of role models in leadership like Nelson Mandela, Mwalimu Julius Nyerere, St. Thereza, Jesus

Teacher's Activities

- Preparing a sample story on good leadership
- Identifying appropriate theme for the debate
- Creating and providing guidance on sharing experiences
- Organizing and guiding learners to dramatise good leadership
- Identifying the appropriate costumes
- Organizing the pictures for the role models in leadership

Learner's Activities

- Story telling
- Debating on the motion provided
- Group discussion on leadership and authority
- Sharing experiences with fellow pupils
- Dramatising good leadership
- Composing and singing songs,
- Composing and reciting rhymes and poems
- Composing and reciting prayers
- Writing and reading about role models
- Identifying champions (good leaders among pupils) at school
- Identifying role models in leadership (among the teachers and other members of the community)

Sample song on leadership

A song on leadership

GOOD LEADERS

$\bullet = 100$ *Jonathan Mugenyi (2017)*

Chorus { | m : - . r | d : m . m | f : - . m | r : - |

Lead - er - ship is a gift from God,

{ | m : m | d : d . d | r : d . t₁ | d : - ||

good lead - ers we should all try to be.

Verses { | s : s | m : m | f : f | f . r : - |

1. Good lead - ers are good ex - am - ples,
 2. Good lead - ers are trust - ful peo - ple,
 3. Good lead - ers are ver' hard work - ers,
 4. Good lead - ers are help - ful counse - lors,

{ | s : m | d : f | r : d . t₁ | d : - ||

be hon - est, kind, pa - tient to all.
 have res - pect for peo - ple of God.
 lead work - ing then oth - ers will learn.
 be listen - ers to peo - ple in need.

Guidance on Assessment

- Guiding learners to write about one role model of his/her own choice and bring out the qualities of a good leader.
- Monitoring learners as they debate.
- Encouraging rotational leadership in school, observe and record.

Topic 6 and 7:

Jesus our example of Voluntary Service

Learning Outcome

The learner appreciates and offers voluntary services as a sign of love, kindness, mercy, and empathy to others

Key GCED Message

Serve others voluntarily without discrimination for harmonious living

Key Terms

Service, selfish, cooperation, obey, unselfish, servant, voluntary service

CONTENT SUMMARY	GCED FOCUS
Benefits of voluntary service	One of the ways we can please God is to serve other people without discrimination. When we serve others, we practice God's commandment of love
<ul style="list-style-type: none">Ways learners can serve at school, home and community	<p>Encourage learners to be prepared and make decisions on offering voluntary service</p> <p>Emphasize making a difference through voluntary service at home, school and community.</p>

Methods

- Field excursion/trip
- Dramatize
- Role play
- Discussions
- Demonstration

Instructional Resources

- Documentaries on voluntary service, costumes, props, garden tools, markers, manilas, masking tape, brooms, resource persons

Suggested Teacher's Activities

- Organising and guiding learners to participate in voluntary activities.
- Demonstrating good service at home, school and community
- Organizing and preparing learners for situational games
- Preparing materials for use in voluntary service activities
- Documenting activities being carried out by learners
- Organising learners for projects in the community e.g. the needy

Suggested Learner's Activities

- Participating in voluntary community activities (projects)
- Demonstrating ways of good service through community activities
- Practicing offering service at home, school and community
- Initiating voluntary service projects at home, school & community
- Acting situational games

Sample Activity

Project work on Voluntary service project within and outside the school offering service to the needy, poor, elderly, orphans, sick

Guidance on Assessment

- Observing learners as they carry out different activities (ensure that every learner participates)
- Recording your observation
- Assessing learner's drawings and displays on voluntary service.
- Assessing learners as they share experiences on voluntary service

Topic 8:

Making Our Decisions as Christians

Learning Outcome

The learner acquires skills and makes wise decisions which promote peace and justice for sustainable development.

Key GCED Message

Success or failure in life depends on the decisions we make

Key Terms

Decision, consequence, selfishness, unselfishness, emulate

CONTENT SUMMARY	GCED FOCUS
Good and bad decisions	Young or old we all make decisions in life. The decisions we make may lead to success or failure. Put emphasis on emulating making good decisions in life and respecting other people's views when making decisions.
Ways decisions influence direction of one's life	It is good to think about other people when we are making decisions. This can help us make good decisions and live in peace with others. Encourage learners to take decisions that respect human rights and fundamental freedoms (freedom of worship, speech, assembly) and sense of fairness

Methods

- Dramatization
- Role play
- Discussion
- Story telling

Instructional Resources

- Costumes, props, pictures of successful people and those who depict failure in life, manilas, markers, masking tape, flip charts, documentaries, resource persons.

Suggested Teacher's Activities

- Organizing and guiding the learners to dramatize situations on decision making
- Guiding learners in sharing decisions they have made and how they affected their lives
- Organising costumes and props with the learners
- Guiding learners to role play
- Identifying appropriate case study on good decisions
- Identifying appropriate pictures on decision making (good and bad)

Suggested Learner's Activities

- Sharing experiences of decisions they have made and how they affected their lives.
- Dramatizing situations of decision making
- Role playing
- Acting skits
- Composing and reciting prayers
- Analysing stories related to decision making

Sample Activity

Case Studies on decision making

Case Study 1: Rose and Jimmy's Decision

One day John was walking to school with his friends Rose and Jimmy. On their way they saw ripe bananas in an old man's garden. They wanted to eat the bananas. They agreed to ask the old man to give them some ripe bananas.

The old man gave them bananas. He thanked them for being good children. The children also thanked him. They prayed for him.

Case Study 2: Alice's Decision

Alice was the only girl in the family. Her father and mother loved her very much. They paid all her school fees. They always packed food for her to eat at school every day.

Alice decided not to go to school. She used to hide in the bush and eat all the food. In the evenings, she went back home. She did not study for a whole term.

At the end of the term, Alice did not perform well. She was the last in class. Her father and mother were not happy with her.

Questions

- i. *Who made a good decision?*
- ii. *Who made a bad decision?*
- iii. *What lesson do you learn from the decision made by Alice?*
- iv. *What lesson do you learn from the decision made by Rose and Jimmy?*

This is intended to allow children share responses orally.

You can tell the stories and ask question or let them read and share the responses

Guidance on Assessment

- Assessing learners as they discuss the good and bad decision making in the case studies
- Guiding learners to write on one of the decisions they made and how it affected them.

Topic 9:

Peace

Learning Outcome

The learner creates and promotes peace without discrimination.

Key GCED Message

Create a peaceful environment for all.

Key Terms

Peace, reconciliation, communication, conflicts, stability

Content Summary	GCED Focus
Ways of keeping peace at home, school and community.	Communication and reconciliation are important in resolving conflicts and keeping peace Emphasise: Concern for justice, love, fairness and promotion of democracy and avoiding any kind of violence, at home, school and community. Provision of basic needs such as food, education, medical care, shelter as this brings peace
Benefits of keeping peace at home, school and community.	When we reconcile we forgive and live in peace with God and with other people. Emphasise issues that lead to sustainable development such as political stability, economic development, and security.

Methods

- Role play
- Debate
- Discussions
- Dramatization
- Think-pair-share
- Recitation on poem

Instructional Resources

- Sample school rules and regulations, pictures, Constitution, masking tape, manilas, markers, flip charts and documentaries.

Suggested Teacher's Activities

- Organizing learners for role play
- Guiding learners to share experiences on how to make peace
- Guiding learners to discuss and come out with the class rules
- Preparing MDD items to sensitize the community on how to make peace

Suggested Learners Activities

- Sharing experiences
- Role playing
- Dramatising
- Making rules that promote peace at home, school and community
- Discussing rules in their homes that promote peaceful living at home and in the community.

Sample Activity

Reciting a poem on peace

Peace, peace, peace
Peace at home
Peace at school
Peace in the community

Peace, peace, peace
Peace brings love
Peace brings fairness
Peace brings justice

Peace, Peace, Peace
Peace brings harmony
Peace brings happiness
Peace brings unity
Peace, Peace, Peace

SONG OF PEACE

♩. = 50 *Jonathan Mugenyi (2017)*

{ | m : - : r | d : - | s_r | d : - : r | m : - : - |

1. Let us sing a song of peace,
 2. Peace will bring a lot of love,
 3. Hap - pi - ness is brought by peace,
 4. Let us pray for peace on earth,

{ | m : - : r | d : - | m | f : - : m | r : - : - |

peace at home and peace at school,
 peace and love will make us friends,
 hap - py when we play and learn,
 Lord our God we pray for peace,

{ | m : - : r | d : - : s_r | d : - : r | m : - : - |

peace in the com - mu - ni - ty,
 me, your friend and you, my friend,
 hap - py when we sing and dance,
 make the world a peace - ful place,

{ | m : - : d | r : - : l_r | d : - : t_r | d : - : - ||

peace for me for you for all.
 peace for me for you for all.
 peace for me for you for all.
 peace for me for you for all.

Guidance on Assessment

- Observing learners as they relate and behave in and outside class
- Assessing individual learners as they carry out different activities
- Giving a written exercise on peace keeping at home, school and community

Primary five

Topic 2:

Christianity and Islam

Learning Outcome

The learner appreciates and values different beliefs and religions for peace and sustainable development.

Key GCED Message

Live in harmony with one another despite the differences in beliefs and religions

Key Terms

Tolerance, democracy, relationship, appreciation, respect

Content Summary	GCED Focus
Similarities and differences between Christianity and Islam.	Emphasize the need to learn more about different groups
Islamic and Christian beliefs and principles of democracy.	Provide opportunities for learners to learn more about other cultures and societies.
Practices of democracy	Put emphasis on active participation in a diverse team without discrimination and respect for other's views and beliefs.

Methods

- Role play
- Debate
- Discussion
- Dramatization
- Think-pair-share
- Brain storming

Instructional Resources

- Costumes
- props
- Resource persons
- Masking tape
- Glue
- Flip charts
- Holy books

Suggested Teacher's Activities

- Researching and getting authentic information about different religions
- Identifying messages and scriptures in advance
- Guiding learners on the kind of messages to generate

Suggested Learners Activities

- Field trips to different religious worshipping places.
- Plenary presentations
- Role playing different religious activities and ceremonies that promote unity
- Composing prayers that help them to unite with people of different religions and denominations
- Sharing gifts regardless of religion and beliefs
- Identifying messages from Holy Books that bring out values which unite all religions and denominations hence promoting harmonious liking
- Reciting common scriptures e.g. verses or Ayat that promote harmony
- Generating messages for display that promote unity and harmony

Sample Activity: Case Study

Agape Day (Love day)

Agape Day (Love day)

In Menya Primary School there are children from different denominations. There are Muslims, Christians, Hindus and those from the Bahai faith. The children take turns to say prayers in class and during assembly time. At break time, they play together.

On Agape day (love day) Muslim, Christian, Hindu, and Bahai children exchange gifts. They present their religious prayers, songs and dances. Parents give gifts like money, pencils, pens, sweets to children who perform well. They take photographs which they display in the classes and in the head teacher's office. Some parents display the photographs in their homes.

Agape day is the most enjoyable day in Menya Primary School.

Guidance on Assessment

- Providing opportunities for learners to carry out different activities that promote harmonious living
- Monitoring children as they relate with each other
- Assessing learners as they present their findings

Islamic Religious Education

Primary four

Topic 1:

Surat Al-Asr (Chapter 103)

Learning Outcome

The learner appreciates and demonstrates the good deeds.

Key GCED Message

Believe in Allah/God and perform good deeds

Key Terms

Surat, patience, deeds, violence, corruption, instability

CONTENT SUMMARY	GCED
Situations that make one succeed or fail in life	Emphasise that good deeds can make one succeed in life while bad deeds can lead to instability, violence, corruption and therefore should be avoided.

Methods

- Recitation
- Dramatization
- Role playing
- Discussion
- Guided discovery

Instructional Resources

- Costumes, props, resource persons, masking tapes, glue, markers, flip charts, documentaries, newspapers

Suggested Teacher's Activities

- Organizing and guiding learners for recitation.

- Providing appropriate materials to the learners.
- Preparing authentic information from the Surat Al-Asr
- Organizing project work.
- Preparing learners to act scenarios of good and bad deeds
- Designing appropriate materials in advance
- Discussing good and bad practices in the home, community and the country at large.

Suggested Learner's Activities

- Reciting and interpreting the Surat Al-Asr
- Role playing
- Dramatizing
- Composing and singing songs,
- Reciting rhymes
- Identifying good practices in the community that promote peace and unity.

Sample Activity

Case study on good and bad deeds

Once upon a time, a group of boys were sent to School to study. Some remained at school and continued with their studies. They completed primary level, secondary and joined university.

Some of these boys became doctors, teachers, lawyers, and engineers. People liked their work very much. They received blessings from the community.

Those who dropped out of school joined bad groups. They started practicing bad behaviours like smoking, drinking alcohol and stealing. They would fight, quarrel and abuse people on the way.

There was no peace in the community and people were not happy with them. Many of these boys ended up in prison and others were killed.

Guidance on Assessment

- Assess learners as they recite and interpret the Surat.
- Observe learners' deeds and record.
- Guide learners to identify good practices in the community.

Topic 2:

Imaan (Faith) and Forgiveness

Learning Outcome

The learner appreciates believing in God, forgiving and reconciling with others.

Key GCED Message

Forgive and reconcile with those who offend you for peaceful living

Key Terms

Imaan, forgiveness, Hadith, reconciliation, conflict resolution, negotiation

CONTENT SUMMARY	GCED FOCUS
Interpretation of the Hadith	Emphasise active listening and interpret correctly the information contained in the Hadith
Relevance of the Hadith to real life situation	Emphasise reflection on own action, apologising and improve on own behaviour

Methods

- Discussion
- Dramatisation
- Recitation
- Debate
- Think-pair-share
- Role playing

Instructional Resources

- Resource persons
- Costumes
- Props
- Flip charts
- Glue
- Masking tape
- Documentaries
- Markers

Suggested Learner's Activities

- Demonstrating lessons learnt from the Hadith
- Dramatising situations related to forgiveness
- Debating on a situation related to forgiveness e.g. "Learners who steal should be forgiven"
- Role playing acuties of forgiveness and reconciliation

Suggested Teacher's Activities

- Guiding learners on demonstration of lessons learnt from the Surat
- Preparing learners for the drama
- Preparing appropriate materials for use
- preparing learners to role play acuties of forgiveness and reconciliation

Sample Activity

Reciting the Hadith

"God shows His mercy to those who are merciful, have compassion to creatures on earth so that those in Heaven may have mercy upon you".

*Arrahimuuna Yar'hamuhumu Arrahamaan, Iruhamu mani Fil'Aruzi
Yar'hamukumu mani Fissamaee*

الرَّحْمَنُ يَرْحَمُهُمُ الرَّاحِمُونَ وَ سَلَّمَ عَلَيْهِ اللَّهُ صَلَّى اللَّهُ رَسُولُ قَالَ قَالَ عَمْرُو بْنُ اللَّهِ عَبْدُ عَنُ
السَّمَاءِ فِي مَنْ يَرْحَمَكُمُ الْأَرْضُ فِي مَنْ أَرْحَمُوا

المه سلم بين رحمة في جاء ما باب وال صلة ال برك تاب ال ترمذي سنن 1924

صَحِيحٌ حَسَنٌ حَدِيثٌ هَذَا عِيسَى أَبُو قَالَ

Guidance on Assessment

- Assess learners as they recite the Hadith
- Monitor the learner's actions as they interact with others and record
- Assess learners as they debate
- Provide appropriate feedback to learners

Primary five

Topic 2:

Settlement of Debts

Learning Outcome

The learner appreciates the need to pay debts and keeps in good relationship with others.

Key GCED Message

Paying debts makes you live in peace and harmony with others

Key Terms

Debts, borrow, embezzlement, guarantee, guarantor

CONTENT SUMMARY	GCED FOCUS
Hadith on settlement of debts.	Emphasis should be made on provision of authentic interpretation of the Hadith
Importance of settling debts in relation to daily life.	Emphasise: <ul style="list-style-type: none">• alternatives to violence as a response to conflicts. Practice non-violent conflict resolution and negotiation.• monitoring and sustainability (Borrow money and use it for sustainable development).• the outcomes of not paying debts (for example loss of family, or personal property, violence, stress, loss of employment, dignity, imprisonment and death).

Instructional Resources

Resource persons, documentaries if any, costumes, props, flip charts, masking tapes, markers, glue

Suggested Teacher's Activities

- Preparing learners for the drama
- Organizing and guiding learners in sharing their experiences related to settlement of debts

- Organising and guiding learners for debate
 - Providing appropriate materials
 - Composing and reciting relevant poems and rhymes
- Suggested Learner's Activities
- Dramatising consequences of not paying debts; paying debts
 - Composing and reciting rhymes on paying debts
 - Debating on settlement of debts
 - Discussing learners' experience related to settlement of debts

Sample Activity

Case Study 1

Asuman is a teacher at Aparā primary school. He earns 500,000/= (five hundred thousand shillings) as his monthly salary. He is also a farmer. He owns a farm of goats and cattle. To improve on his income, Asuman went to see the manager of Stanbic Bank Tororo. He wanted a loan of 2,000,000/= (two million shillings). The manager told him to apply for it. Asuman requested for a period of two years to have the loan paid back. He used this money to expand his farm. He bought more cattle, feeds and drugs.

In a period of two years his cattle farm had expanded from 20 to 50 cows. His income from the farm improved. Asuman was able to pay back the loan. He used the same income from his farm to complete his house. He was able to pay fees for his children. His eldest daughter has now completed university education and she is employed. Asuman was able to contribute to the Muslim project which supports orphans. The family was happy and there was peace at home.

Case Study 2

One day, Hamidah borrowed 400,000/= (four hundred thousand shillings) from her friend. She promised to pay back the money in instalments. Hamidah started a shop. Many people bought things from her. Others borrowed things but never paid. Every evening, Hamidah picked bread, milk, and sugar from the shop without paying.

After one year, there were very few things left in the shop. Hamidah had no money to pay back. Her friend was angry. She reported the case to police. Hamidah was arrested. She agreed to give her land and house to the friend as payment for the money. Hamidah and her family had nowhere to stay. They had no food and she could not pay fees for her children. There was no peace in the family. Hamidah regretted why she did not pay the debt in time.

Questions

- i. Why was Asuman's family happy?
- ii. Why was Hamidah's house and land taken?
- iii. What lesson do you learn from Asuman in the case study 1?
- iv. What lesson do you learn from Hamidah in the case study 2?

(Encourage learners to discuss the stories in groups; emphasis should be on appropriate responses in relation to settlement of debts)

Guidance on Assessment

- Assessing learners during the; debating process, group discussions on the stories.
- Giving a written exercise on consequences of borrowing and not paying debts.

Topic 2:

Good Neighbourliness

Learning Outcome

The learner appreciates the living in harmony with others at school, home and the community.

Key GCED Message

Relate well with your neighbours to promote peace.

Key Terms

Neighbour, deeds, obligations, neighbourliness, mitigate, companion

CONTENT SUMMARY	GCED FOCUS
Hadith on good neighbourliness	Emphasise authentic interpretation of the Hadith on good neighbourliness.
Importance of good neighbourliness in real life	Put emphasis on active participation in diversity. Emphasis should be made on showing empathy to others.
Consequences of bad neighbourliness	Encourage learners to manage, mitigate and relate well with neighbours.

Methods

- Dramatisation
- Role play
- Discussion
- Field trip
- Observation

Instructional Resources:

- Props, costumes, resource persons, glue, masking tape, flip charts, markers.

Suggested Teacher's Activities

- Preparing learners for dramatization and role playing good neighbourliness.
- Composing and reciting poems and rhymes about good neighbourliness.

- Providing opportunities to the learners to share experiences.
- Reciting hadith with the learners about good neighbourliness
- Guiding learners on writing and telling stories.
- Organizing for field visits on good and bad neighbourliness (guide learners on what to look out for during the visit).
- Preparing appropriate materials for use.

Suggested Learner's Activities

- Dramatising good neighbourliness
- Role playing
- Sing songs / a poem on good neighbourliness
- Reciting Hadith about good neighbourliness
- Telling and writing stories about neighbourliness
- Carrying out field visits to observe the nature of neighbourliness e.g. garbage disposal, wall fences boundaries

Hadith: The best companion in the sight of Allah is the one who is the best to his companion, and the best neighbour in the sight of Allah is the one who is the best to his neighbour.

“KHAIRU SAHAABI INDA ALLAH KHAIRU LISAHIBIH WA KHAIRU JIRAN INDA ALLAH KHAIRU LIJAARIH”

Sample Activity

A song on good neighbourliness

GOOD NEIGHBOURS

Jonathan Mugenyi (2017)

$\text{♩} = 100$ { | m : - | m : d | r : d . t₁ | d : - |

1. Good neigh - bours live peace - ful - ly,
2. My neigh - bours al - ways my friends,
3. Your neigh - bours should be your friends,
4. Our neigh - bours come let us sing,

{ | m : - . f | s : m | d : m | r : - |

we should live as good neigh - bours,
I will share with them good things,
you should help them with hard work,
we shall sing songs and dance too,

{ | s : - . f | m : r | d : s | f : - |

live and work well with neigh - bours,
those sick neigh - bours I nurse them,
help the young ones and eld - ers,
let us play games and have fun,

{ | s : - . f | m : d | t₁ . d : r . t₁ | d : - ||

love your neigh - bour as you love your self.
love my neigh - bours as I love my self.
love your neigh - bours as you love your self.
love our neigh - bours as we love our - selves.

Guidance on Assessment

- Assessing the learners as they share experiences
- Assessing learners as they discuss the qualities of a good neighbour.

P5 Term 3

Topic 4:

Zakat (Alms Giving)

Learning Outcome

The learner appreciates Zakat and cares for those in need.

Key GCED Message

Care for those in need is a sign of responsibility

Key Terms

Zakat, care, needy

CONTENT SUMMARY	GCED FOCUS
The need to give to others Surat 2: 43, 110, 177,277 Surat 4: 162	Emphasise sense of identity and self-worth. Encourage active participation or working with others; supporting the needy and contributing to sustainable development (Construction of schools, hospitals, wells, provision of scholarships and resettling debts).

Methods

- Discussion
- Debate
- Dramatisation
- Field trips
- Recitation

Instructional Resources

- Qu'ran
- Documentaries
- Costumes
- Props
- Resource persons

Suggested Teacher's Activities

- Organizing the learners for drama
- Preparing learners for reciting the verse
- Preparing materials to be used in advance
- Identifying and obtaining documentaries depicting care, disasters in advance.
- Identifying the disaster affected area in advance.
- Guiding learners on the identification of the needy person/s
- Researching on the authentic information about Zakat

Suggested Learner's Activities

- Dramatizing giving Zakat
- Reciting a verse
- Watching the documentary (on needy persons and caring for them)
- Participating in the debate
- Practicing giving Zakat
- Identifying and supporting a needy person in the community
- Visiting places such as orphanages, refugee camps, health centers, prisons, areas affected by landslides, drought, floods among others

Sample Activity

A story

Surat Al-Qalam 68

Long time ago, there was a man who lived in Maya village called Juma. He had faith in Allah. He practiced the five pillars of Islam. He had two sons, Musa and Ali and one daughter, Aisha. Juma had a big farm of maize and beans.

After every harvest, Juma would give people in his village some of the beans and maize for Zakat. This helped the needy, the elderly, the poor and the sick to have some food. Juma lived in peace with his neighbours.

Later, Juma died. In his will, he instructed the children to follow his tradition of offering Zakat after every harvest. The children continued growing crops on the farm. During the time for harvest the boys agreed not to offer Zakat. The girl did not agree with them. She told them to respect the will of their father.

The boys did not listen. They decided to harvest the crops at night. That afternoon, there was a wild fire which burnt all the crops. When they reached the farm, they found no crops to harvest. The boys remembered their father's will. They repented and agreed to offer Zakat as their father used to. The girl was happy because her brothers agreed to offer Zakat.

Questions

- Which pillar of Islam was practiced by Juma in the story?
- Mention any three groups of people Juma supported in the story
- Identify benefits of helping people
- What lessons do you learn from the story?

A Song on Zakat

ZAKAT (OFFERING)

Jonathan Mugenyi (2017)

♩ = 100
 Chorus { | d . d : m . f | s : s | m . d : f . m | r : r |

We should love and care for, need - y peo - ple around us

{ | m . s : m . f | s : s | d . d : m . r | d : - ||

Za - kat is a good sign, that we love and care.

Verses { | s . d¹ : m . f | s : s | m . s : m . f | r : r |

1. Za - kat are the good things, we give to need - y friends,
 2. Za - kat are the good things, we give to the poor friends,
 3. You go to the big towns, you see ma - ny poor friends,
 4. You go to hos - pi - tals, you see ma - ny sick friends,

{ | s . f : m . f | s : m | d . m : r . t_i | d : - ||

or - phans and dis - a - bled, Za - kat goes to them.
 home - less and the stran - gers, Za - kat goes to them.
 look at the street child - ren, Za - kat goes to them.
 give some thing to them now, Za - kat is the name.

Guidance on Assessment

- Observe if the learners can support the needy
- Record and document your observations
- Provide feedback in form of guidance and counselling sessions

Glossary

- Citizen:** The member of a country or state
- Climate:** The average weather condition of an area over a period of time
- Consequences:** The result of something
- Conservation:** Careful use
- Constitution:** The system of laws which govern a country or society
- Corporal punishment:** Punishment that causes serious harm to the body.
- Custom:** The way things are done
- Democracy:** A system where the people have the power to decide who leads them
- Diversity:** The different forms
- Election:** The act of selecting someone into a leadership position.
- Environment:** The surrounding
- Global citizenship:** The sense of belonging to a wider global community
- Hadith:** The sayings of the prophet (PBUH)
- Instalments:** A payment of part of a debt
- Landslide:** The break off and movement of part of a land down a mountain
- Leader:** A person who guides others
- Migration:** Movement of people or living things from one place to another
- Natural resource:** A resource made by nature
- Pollution:** Addition of harmful substances
- Population:** Number of people living in a place at a particular time
- Population density:** Number of people living per unit area in a place
- Pre-colonial:** Before the coming of the colonialists
- Reconciliation:** Forgiving each other and beginning to live well again
- Resource:** Anything needed by man to satisfy his needs
- Responsibility:** What a person or government is supposed to do
- Right:** What is due to a person?
- Settlement:** An area where a group of families live together
- Social norm:** A practice accepted within a society
- Social service:** An activity carried out to improve on the condition of the people
- Soil erosion:** The removal of the top soil
- Sustainable development:** Development that thinks about the future
- Vegetation:** Plant cover
- Voluntary:** Out of will
- Volunteer:** Somebody who offers service willingly without pay
- Weather:** The condition of the atmosphere
- Will:** The wishes of a dead person on how his/her property should be shared

SUSTANABLE DEVELOPMENT GOALS

1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
3. Ensure healthy lives and promote well-being for all at all ages
4. Ensure inclusive and quality education for all and promote lifelong learning
5. Achieve gender equality and empower all women and girls
6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable and modern energy for all
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
10. Reduce inequality within and among countries
11. Make cities and human settlements inclusive, safe, resilient and sustainable
12. Ensure sustainable consumption and production patterns
13. Take urgent action to combat climate change and its impacts
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

WHAT IS GLOBAL CITIZENSHIP EDUCATION?

Is there a globally agreed definition of global citizenship?

The definition of citizenship is discussed and there is no widely agreed definition of global citizenship. In all cases, global citizenship does not entail a status. It refers more to a sense of belonging to the global community and a common sense of humanity with its presumed members experiencing solidarity and collective identity among themselves and collective responsibility at the global level. Global citizenship can be seen as an ethos or a metaphor rather than a formal membership,. Being a framework for collective action, global citizenship can, and is expected to, generate actions and engagement among and for, its members through civic actions to promote a better world and future.

What is the goal of global citizenship education?

The goal of global citizenship education is to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world. Global citizenship education has three conceptual dimensions. The cognitive dimension concerns the learners' acquisition of knowledge, understanding and critical thinking. The socio-emotional dimension relates to the learners' sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respects for differences and diversity. The behavioural dimension expects the learners to act responsibly at local, national and global levels for a more peaceful and sustainable world.

Target 4.7 of the Sustainable Development Goals (SDG 4 on Education), where global citizenship education is mentioned, also includes other topics, such as education for sustainable development and lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and cultural diversity and culture's contribution to sustainable development. How should global citizenship education be implemented in this context?

Education 20130: Incheon Declaration and Framework for Action, the outcome document of the World Education Forum 2015 held in Incheon, Republic of Korea, encourages mainstreaming these topics in the countries education systems, including curriculum, teacher training and assessment, but it does not specify, deliberately, the approaches to fulfil this objective, which are to vary across countries. This applies also to the choice of topics to highlight. When resources are not sufficient to address all topics, it is only natural to prioritize. In this process, global citizenship education, if prioritised, can be treated as an entry point to address the other topics, such as human rights, culture of peace, non-violence, and cultural diversity. Meanwhile, education for sustainable development could also serve as a useful entry point to issues related to lifestyles, global citizenship, human rights and culture's contribution to sustainable development.

APPENDIX II

Sample Scheme of work for Islamic Religious Education - P5

Topic: Hadith – Traditions of the Prophet (PBUH)

Wk	Pd	Topic	Sub-topic	Competences		Content	Methods	Suggested learner's activities	Life skill (indicators) / values	Instructional resources	Ref.	Rem
				Subject	Language							
1	1	Settlement of debts	Importance of settlement of debts	<ul style="list-style-type: none"> The learner; <ul style="list-style-type: none"> explains the importance of settlement of debts applies the Hadith of settlement of debts in his/her daily life. 	<p>The learner; reads, writes, spells, pronounces and uses the following words correctly: borrow, loan, debts, settlement.</p>	<p><u>Our</u> <u>experience</u>: Experiences of settling debts and the results (drama)</p> <p><u>God's</u> <u>message</u> Hadith on settlement of debts.</p> <p>Importance of settlement of debts according to Hadith.</p> <p>Results of not paying debts. Alternative measures of violence.</p> <p><u>Our</u> <u>Response</u> Debating on settlement of debts.</p>	<p>Discussion Dramatisation</p> <p>Recitation</p> <p>Brain storming</p> <p>Storytelling</p>	<p>Dramatising consequences of not paying debts</p> <p>Mentioning the importance of settlement.</p> <p>Composing and reciting rhymes.</p>	<p>Non violent conflict resolution.</p> <ul style="list-style-type: none"> Negotiation Problem solving Decision making <p>Values</p> <ul style="list-style-type: none"> Forgiveness Patience Endurance Responsibility Care 	<p>Resource persons,</p> <p>Props / costumes</p> <p>Flash cards</p> <p>Flip charts,</p> <p>Masking tapes,</p> <p>Markers.</p> <p>Glue</p>	<p>IRE Syllabus,</p> <p>IRE Teacher's Guide, P4,</p> <p>IRE Textbook,</p> <p>GCED Resource Book, Pgs Qur'an</p>	

P5 I.R.E SAMPLES LESSON PLAN

Date	Time	Class	No. of learners	Subject
20/9/2017	08:30 - 09:10 am	P.5	75	I.R.E

Topic: God's continuing love for his people

Sub-topic: Creation

Key message: Care and protect the environment for sustainable development.

Competences:

Subject: The learner;

- explains different ways of taking care of God's creation at home, school and community.
- appreciates and cares for the different things at home, school and community that God created.

Language: The learner;

- Reads, writes, spells and pronounces the following key terms: creation, create, universe, human beings, likeness.

Life skill indicators:

- Effective communication: fluency, accuracy, articulation
- Decision making (taking wise decisions)
- Critical thinking (giving reasons for actions taken)
- Creative thinking (initiating new ideas, finding different ways of doing things)

Values:

- Appreciation
- Love
- Responsibility
- Respect
- Concern
- Sharing
- Care
- Kindness

Methods

- Nature walk
- Story telling
- Project work
- Think-pair-share
- Discussion

Instructional resources

- Pens
- Pencils
- Rubbers
- Dust bins
- Garden tools
- Pictures
- Bible
- Incinerator
- Brooms

References:

- P4 CRE Syllabus, Pg 2
- P4 CRE Teacher's Guide
- P4 CRE Pupil's Book
- GCED Resource Book
- The Holy Bible

Lesson Development Procedure

Time	Step	Teacher's activity	Learner's activity
10 Mins	I	<p><u>Our experience</u></p> <ul style="list-style-type: none"> Using nature walk, leads learners to observe and take note of God's creation in the environment. Through brain storming, guides learners to discuss how man has cared for the things God created How man has destroyed the things God created. 	<ul style="list-style-type: none"> Observe and note things in the environment. Discuss how man has cared for the things God created. Discuss how man has destroyed the things God created
15 mins	II	<p><u>God's message</u></p> <ul style="list-style-type: none"> Guides learners to read Gen 1: 28-30 and Gen 2: 15 Guides learners to recite prayer on caring for God's creation. 	<ul style="list-style-type: none"> Take turns to read Gen 1: 28-30 and Gen 2: 15 Listen to the reading Learners take note and share what God wants man to do to the things He created. Recite the prayer.
15 Mins	III	<p><u>Our Response</u></p> <ul style="list-style-type: none"> Guides learners in groups to discuss how to take care of God's creation at home, school and community. Leads the learners to sing the song on caring for God's creation. Gives learners an extension exercise: carry out the project on caring for the God's creation (Take note of the project to be undertaken. <p><u>NB:</u> can be done after class; Group A: School Group B: at the community</p>	<ul style="list-style-type: none"> Groups discuss ways of caring for God's creation Sing a song related to caring for God's creation. In groups, learners identify and carry out activities for caring for God's creation. To be done after class.

Self-evaluation:

Areas of strength: _____

Areas of improvement: _____

Way Forward: _____

APPENDIX III

Sample Scheme of work for Christian Religious Education

Topic: God's continuing love for his people

Wk	Pd	Topic	Sub-topic	Competences		Content	Methods	Suggested learners' activities	Life skill indicators and values	Instructional materials	Ref.	Rem
				Subject	Language							
1	1	God's continuing love for his people	God's Creation	<p>The learner;</p> <ul style="list-style-type: none"> explains different ways in which human beings should take care of what was created. appreciates and cares for God's creation 	<p>The learner;</p> <p>reads, writes, spells and pronounces the following words:</p> <p>create, creature, universe, human being, likeness</p>	<p><u>O</u>ur experience observing and taking note of things in the environment.</p> <p>Sharing information about observation</p> <p><u>G</u>od's <u>m</u>essage Caring for God's creation, Gen 1: 28-30 Gen 2: 15</p> <p><u>O</u>ur response Show concern in caring for creation Initiating project work on caring for God's creation</p>	<p>Field trip</p> <p>story telling</p> <p>think-pair-share</p> <p>Project work</p> <p>Discussion.</p>	<p>Drawing pictures reflecting people caring for God's creation</p> <p>Singing the song on the care of God's creation</p> <p>Generating environmental messages and displaying</p> <p>Visiting the surrounding environment to see good and bad management</p> <p>Conducting project work on caring for God's creation</p>	<p><u>E</u>ffective <u>C</u>ommunication</p> <ul style="list-style-type: none"> fluency accuracy articulate <p><u>D</u>ecision making</p> <ul style="list-style-type: none"> creative thinking critical thinking <p><u>V</u>alues</p> <ul style="list-style-type: none"> appreciation love responsible friendliness interpersonal relationship respect concern sharing care kindness 	<p>Pen, Pencil, Rubber, Dustbins, Garden tools, Pictures, Documentaries, Bible, Incinerator</p>	<p>RE Syllabus, RE Teacher's Guide, P4, GCED Resource Book, Pgs.36-38, P4 RE Textbook The Holy Bible</p>	

CRE SAMPLE LESSON PLAN FOR P4

Date	Time	Class	No. of learners	Subject
20/9/2017	08:30 - 09:10 am	P.4	75	C.R.E

Topic: God's continuing love for his people

Sub-topic: Creation

Key message: Care and protect the environment for sustainable development.

Competences:

Subject: The learner;

- explains different ways of taking care of God's creation at home, school and community.
- appreciates and cares for the different things at home, school and community that God created.

Language: The learner;

- Reads, writes, spells and pronounces the following key terms: creation, create, universe, human beings, likeness.

Life skill indicators:

- Effective communication: fluency, accuracy, articulation
- Decision making (taking wise decisions)
- Critical thinking (giving reasons for actions taken)
- Creative thinking (initiating new ideas, finding different ways of doing things)

Values:

- Appreciation
- Love
- Responsibility
- Respect
- Concern
- Sharing
- Care
- Kindness

Methods

- Nature walk
- Story telling
- Project work
- Think-pair-share
- Discussion

Instructional resources

- Pens
- Pencils
- Rubbers
- Dust bins
- Garden tools
- Pictures
- Bible
- Incinerator
- Brooms

References:

- P4 CRE Syllabus, Pg 2
- P4 CRE Teacher's Guide
- P4 CRE Pupil's Book
- GCED Resource Book
- The Holy Bible

Lesson Development Procedure

Time	Step	Teacher's activity	Learner's activity
10 Mins	I	<p><u>Our experience</u></p> <ul style="list-style-type: none"> Using nature walk, leads learners to observe and take note of God's creation in the environment. Through brain storming, guides learners to discuss how man has cared for the things God created How man has destroyed the things God created. 	<ul style="list-style-type: none"> Observe and note things in the environment. Discuss how man has cared for the things God created. Discuss how man has destroyed the things God created
15 mins	II	<p><u>God's message</u></p> <ul style="list-style-type: none"> Guides learners to read Gen 1: 28-30 and Gen 2: 15 Guides learners to recite prayer on caring for God's creation. 	<ul style="list-style-type: none"> Take turns to read Gen 1: 28-30 and Gen 2: 15 Listen to the reading Learners take note and share what God wants man to do to the things He created. Recite the prayer.
15 Mins	III	<p><u>Our Response</u></p> <ul style="list-style-type: none"> Guides learners in groups to discuss how to take care of God's creation at home, school and community. Leads the learners to sing the song on caring for God's creation. Gives learners an extension exercise: carry out the project on caring for the God's creation (Take note of the project to be undertaken. <p><u>NB:</u> can be done after class; Group A: School Group B: at the community</p>	<ul style="list-style-type: none"> Groups discuss ways of caring for God's creation Sing a song related to caring for God's creation. In groups, learners identify and carry out activities for caring for God's creation. To be done after class.

Self-evaluation:

Areas of strength: _____

Areas of improvement: _____

Way Forward: _____

APPENDIX IV

SOCIAL STUDIES SAMPLE SCHEME OF WORK FOR PRIMARY FIVE

Theme: Living Together In Uganda

WK	PD	TOPIC	SUBTOPIC	CONTENT	COMPETENCES		METHODS	ACTIVITIES	L/S IND& VALUES	I/ RESOURCES	REF	RMK
					SUBJECT	LANGUAGE						
		THE PEOPLE OF PRE-COLONIAL UGANDA	Major ethnic groups of Uganda	The concept of ethnic group Major ethnic group of Uganda	The learner: - gives the meaning of ethnic group - mention the major ethnic groups of Uganda	The learners: Pronounces, spells and reads key terms; ethnic group, clan, customs	Singing Brainstorming Group discussion	Singing songs from different ethnic groups Drawing a language chart	Cooperation Appreciation Respect Self-expression, fluency, confidence	Musical instruments CDs Resource person Pictures/photos of different peoples	P.5 curriculum set 1 page 187 GCED teacher resource book	

Social Studies Sample Lesson Plan

Date	Subject	Class	Time	No. of pupils
22/06/2017	Social Studies	P.5	11:00 – 11:40 am	55

Theme: living together in Uganda

Topic: the people of pre-colonial Uganda

Sub-topic: major ethnic groups in Uganda

Life skills/values:

Cooperation, appreciation, respect, self-expression, fluency, confidence

Subject competences:

The learner;

1. explains the meaning of ethnic group
2. identifies the major ethnic groups of Uganda

Language competences:

The learners;

Pronounces, spells and reads key terms ethnic group, clan, pre-colonial

Instructional resources:

Musical instruments, CDs, resource person, pictures/photos of different peoples, sentences strips of greetings and thank you in different languages

Methods:

Singing, brainstorming, group discussion

Reference:

P.5 curriculum set 1 page 187, GCED teachers resource book

Lesson procedure

Time	Steps	Teacher's Activities	Learners' Activities
05 mins	I	<p><u>Introductory activities</u></p> <ul style="list-style-type: none"> • The teacher starts the lesson with a song of Lucky Dube “Different colours, one people” • Asks learners what they understand from the song • Asks learners to identify differences among themselves • Teacher concludes by pointing out clearly that despite the apparent differences, we are one people 	<ul style="list-style-type: none"> • Learners listen to the song • Learners explain what they understand from the music piece • Learners listen
20 mins	II	<p><u>Lesson development</u></p> <ul style="list-style-type: none"> • Teacher relates differences among learners with in the class to wider differences at the national level • Asks learners for the experiences with different tribes in Uganda • Teacher uses the idea of tribes to bring the concept of ethnic groups • Discusses with the learners the meaning of ethnic group (a group of people having the same origin and almost speak the same language) • Guides the learners to pronounce, spell and read the key terms (ethnic group, clan, customs) • Using the sentence strips for seven languages, teacher guides learners to identify similarities between the tribes. • Teacher uses these to identify some of the ethnic groups in Uganda. • Teacher builds on this to discuss the other ethnic groups in Uganda. • Bantu, Nilotics, Nilo Hamites, Hamites, Sudanic people 	<ul style="list-style-type: none"> • Learners discuss the difference that exist between them and the national population • Learners share their experiences with the different tribes in Uganda. • Learners listen and take note • Discussing ethnic group • Identifying the major ethnic groups of Uganda. • Learners pronounce, spell and reads the key terms • Learners display and read the writing on the strip cards and identify similarities between languages • Learners listen and identify ethnic groups in Uganda • Learners take note

Time	Steps	Teacher's Activities	Learners' Activities
10 mins	III	<ul style="list-style-type: none"> • Sharing of experience activities • Teacher guides the learners to identify the different people with whom they live in the community • Teacher makes reference to the key message of the topic "Love one another because we belong to the same human race" • Teacher guides learners to understand how they can live with the message in their daily life 	<ul style="list-style-type: none"> • Learners identify the different people in their communities • Learners read the key message and explain how they should behave with the persons • They also explain why they should behave well with others
05 mins	IV	<ul style="list-style-type: none"> • Teacher groups learners according to their cultural differences and asks them to generate the language chart • Learners can also develop the messages on how 	Learners generate a language chart

Self-evaluation:

Areas of strength: _____

Areas of improvement: _____

Way Forward: _____

APPENDIX V THE THEME SONG

PEACE AND LOVE

(Theme song for Global Citizenship Education)

Jonathan Mugenyi (Uganda:2017)

$\text{♩} = 80$ *f*

We are glo-bal ci - ti - zens proud-ly stand-ing, we choose to live in peace and har - mo - ny, we

The first system of the musical score is in 4/4 time with a tempo of 80 beats per minute and a forte (f) dynamic. It features a piano accompaniment with a steady bass line and a treble line with chords and moving lines. The lyrics are: "We are glo-bal ci - ti - zens proud-ly stand-ing, we choose to live in peace and har - mo - ny, we".

share peace and love, we walk hand in hand, this glo - bal vil - lage a home for us all.

The second system continues the piano accompaniment and the lyrics: "share peace and love, we walk hand in hand, this glo - bal vil - lage a home for us all."

mf

Let us walk the talk, let us raise the flag, let us march with grace, let's tell the world,

The third system is marked mezzo-forte (mf) and continues the piano accompaniment and the lyrics: "Let us walk the talk, let us raise the flag, let us march with grace, let's tell the world,".

mp

shake my hand with a smile let's pro - claim, peace for me, peace for you, peace for all.

FINE

The fourth system is marked mezzo-piano (mp) and concludes the piece with the lyrics: "shake my hand with a smile let's pro - claim, peace for me, peace for you, peace for all." The system ends with a double bar line and the word "FINE" above the final chord.

mf

Dif - fer - ent co - lours and fa - ces we have. These we cel - e - brate the God's works of art,

see the red blood that we all pos - sess, it is a test - mo - ny of bro - ther - hood in - deed.

f

U - ni - ty in di - ver - si - ty, this is the mes - sage we bring to this world,

D.S.

love let's pro - nounce and hate let's de - nounce, let's live to - get - ther hu - ma - ni - ty shall thrive.

Note: The structure of the song is Chorus and Verse, thus the order of singing is Chorus-Verse-Chorus.

