

## POSSIBLE INTEGRATION TEACHING/UNIT IDEAS – LENT 2019 & SOUTH SUDAN

This idea brainstorm shows possible ways in which the Caritas Lent 2019 resources could be adapted or used to create an integrated unit in your teaching programme. Achievement Objectives have not been included to allow teachers the flexibility to cater/alter the activity ideas as desired. *These are only suggestions/starting points.*

	LOWER PRIMARY	UPPER PRIMARY	YEARS 7 – 10	YEARS 11 – 13
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>- Oral language: Picture packs</li> <li>- Create sentences with South Sudan context theme</li> <li>- Use various picture books making links to daily activities compared to South Sudan</li> </ul>	<ul style="list-style-type: none"> <li>- Handwriting: Prayer booklet</li> <li>- Writing starters: Picture packs</li> <li>- Oral language: Picture packs</li> <li>- School Journal: Charlie and Maria Pt 2, No 1 2001</li> </ul>	<ul style="list-style-type: none"> <li>- Handwriting: Prayer booklet</li> <li>- Writing starters: Picture packs</li> <li>- Oral Language: Picture packs</li> <li>- Writing genre Ideas: Letters, Report, Narrative, Day in the Life</li> <li>- Novel study: <i>A Long Walk to Water</i> by Linda Sue Park</li> </ul>	<ul style="list-style-type: none"> <li>- Static images</li> <li>- Writing genres: Persuasive, Essay</li> <li>- Achievement standards – link to how to write answers with evidence/justifying responses</li> </ul>
<b>SOCIAL STUDIES</b>	<ul style="list-style-type: none"> <li>- Locate South Sudan/New Zealand on a Map</li> <li>- Belonging to a group</li> <li>- Compare &amp; contrast New Zealand culture with South Sudan</li> <li>- Different types of homes/housing</li> <li>- Customs/traditions</li> </ul>	<ul style="list-style-type: none"> <li>- Create a simple Web quest for students to find facts about South Sudan – link to caritas site, CAFOD etc</li> <li>- Types of Government</li> <li>- Role of the past/history</li> <li>- Refugee camps: Daily life</li> <li>- Customs/traditions</li> </ul>	<ul style="list-style-type: none"> <li>- Create a Web quest for students to find facts about South Sudan – link to caritas site, CAFOD etc</li> <li>- Types of Government/dictators etc</li> <li>- Role of the past/history</li> <li>- How can a community be sustainable? Link to work of Caritas</li> <li>- Life in refugee camps – compare to other countries in conflict</li> <li>- 60 Minutes: <i>The Lost Boys</i> story <a href="http://www.youtube.com/watch?v=6R5YNZxj2E">www.youtube.com/watch?v=6R5YNZxj2E</a> <a href="http://www.youtube.com/watch?v=3Qct_fDjiQE">www.youtube.com/watch?v=3Qct_fDjiQE</a></li> </ul>	<ul style="list-style-type: none"> <li>- Create a Web quest for students to find facts about South Sudan – link to caritas site, CAFOD etc</li> <li>- How can a community be sustainable? Link to work of Caritas</li> <li>- Connectors/dividers in other nations</li> <li>- Connections to global social justice issues i.e. guns, war</li> <li>- <i>God Grew Tired of Us</i> National Geographic documentary <a href="http://www.youtube.com/watch?v=Mhxi7yleSNw">www.youtube.com/watch?v=Mhxi7yleSNw</a></li> </ul>
<b>RELIGIOUS EDUCATION</b>	<ul style="list-style-type: none"> <li>- Write own prayers</li> <li>- What do people in South Sudan treasure?</li> <li>- How do people use their gifts to help people in South Sudan?</li> <li>- Words and actions can hurt others</li> <li>- Manaakitanga, tika, pono, rangimarie</li> </ul>	<ul style="list-style-type: none"> <li>- Advocacy</li> <li>- Tradition/tradition</li> <li>- Role of the Church in South Sudan</li> <li>- Beatitudes</li> <li>- Manaakitanga, tika, pono, rangimarie</li> <li>- How do we meet the needs of others in our community and wider?</li> </ul>	<ul style="list-style-type: none"> <li>- Advocacy</li> <li>- How did Christian faith develop throughout Africa and South Sudan?</li> <li>- Manaakitanga, tika, pono, rangimarie</li> <li>- Free will, grace, conscience</li> <li>- Covenant/treaties/agreements</li> <li>- Resolving conflict and seeking reconciliation (hohou rongo)</li> <li>- Power of the words 'I'm sorry'</li> </ul>	<ul style="list-style-type: none"> <li>- Achievement standard (AS90822)</li> <li>- Manaakitanga, tika, pono, rangimarie</li> <li>- Link to CST principles</li> <li>- Christian decision-making process</li> <li>- Covenant/treaties/agreements</li> <li>- Images of the Church worldwide</li> <li>- Ministry work</li> </ul>
<p>Gift of the Holy Spirit working in people – Link to the hero stories/saints Overcoming challenging and maintaining faith Power of prayer Creating a sense of belonging/community Environment/Laudato Si' – link to the call from Pope Francis to look after the environment Participate in the 2019 Caritas Challenge – practical link to social justice Scripture use i.e. John 10:10 'I have come that you might live life to the full.' What does this mean for the people in South Sudan? And in New Zealand? For older students, watch <i>A lost Boy finds his purpose</i> at <a href="http://www.youtube.com/watch?v=firhaAMAhW8">www.youtube.com/watch?v=firhaAMAhW8</a></p>				

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<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>- Land changes</li> <li>- Garden growing</li> <li>- Wild life/animals</li> <li>- Water</li> </ul>	<ul style="list-style-type: none"> <li>- Drought/climate change</li> <li>- Garden growing</li> <li>- Damage to the environment</li> <li>- Water</li> </ul>	<ul style="list-style-type: none"> <li>- Drought/climate change</li> <li>- Soil/plants</li> <li>- Damage to the environment</li> <li>- Water</li> </ul>	<ul style="list-style-type: none"> <li>- Drought/climate change</li> <li>- Soil</li> <li>- Water</li> <li>- Natural resources i.e. oil</li> </ul>
<b>MATHS</b>	<ul style="list-style-type: none"> <li>- Large numbers</li> <li>- Statistical investigation</li> </ul>	<ul style="list-style-type: none"> <li>- Ratio/proportions i.e. food distribution etc</li> <li>- Statistics/graphing data</li> </ul>	<ul style="list-style-type: none"> <li>- Ratio/proportions i.e. food distribution, head of cattle etc</li> <li>- Statistics/graphing data</li> </ul>	<ul style="list-style-type: none"> <li>- Statistical investigations</li> </ul>
<b>ARTS</b>	<ul style="list-style-type: none"> <li>- How do South Sudanese express themselves through the arts?</li> <li>- Write a Song about some of the themes throughout the Caritas unit</li> <li>- South Sudan music</li> <li>- Famous South Sudan musicians (research): Nyankol Mathiang, Emanuel Kembe, Khor Dj etc</li> <li>- Compare and contrast the music listened to in South Sudan with New Zealand</li> <li>- Look more closely at the lyrics to songs from both countries. What are the common messages/themes?</li> <li>- What are the main genres of music in South Sudan? Is it mainly traditional or are there other influences?</li> <li>- Dance: traditional South Sudanese dance/changing dance styles i.e. Sudanese hip hop</li> <li>- Check out <a href="http://www.youtube.com/watch?v=dQ_H4xopGqM">www.youtube.com/watch?v=dQ_H4xopGqM</a> &amp; <a href="http://www.youtube.com/watch?v=CZsOPmPKxBM">www.youtube.com/watch?v=CZsOPmPKxBM</a></li> <li>- Art: How is the use of painting to spread messages of peace, promoting a stop to violence?</li> <li>- South Sudan landscapes: use different mediums to portray the landscape of South Sudan (before/after images)</li> <li>- African musical instruments: locate and learn how to use or design and make their own</li> </ul>			
<b>HEALTH/ PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>- Games from South Sudan</li> <li>- Relationships, sense of pride</li> <li>- Using anthems create own class: rules, expectations, values, prayer/s</li> </ul>	<ul style="list-style-type: none"> <li>- Games from South Sudan</li> <li>- Relationships, sense of pride</li> <li>- Using anthems create own class: rules, expectations, values, prayer/s</li> </ul>	<ul style="list-style-type: none"> <li>- Games from South Sudan</li> <li>- Relationships, sense of pride</li> <li>- Using anthems create own class: rules, expectations, values, prayer/s, anthem</li> </ul>	<ul style="list-style-type: none"> <li>- Games from South Sudan</li> <li>- Relationships, sense of pride</li> <li>- Using anthems create own class: rules, expectations, values, prayer/s, anthem</li> </ul>
<b>TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Design and make necklaces based on South Sudan style</li> <li>- What could you use to build a house?</li> <li>- What tools do they have?</li> <li>- Cook Ugali</li> </ul>	<ul style="list-style-type: none"> <li>- Design and make necklaces based on South Sudan style</li> <li>- Develop a recipe/meal using Ugali</li> <li>- What makes a strong house?</li> <li>- Build own model tukul</li> </ul>	<ul style="list-style-type: none"> <li>- Create an ad/iMovie/news report about the issues in South Sudan</li> <li>- Design and build own tukul</li> <li>- Develop a recipe/meal using Ugali</li> </ul>	
<b>STEM</b>	<ul style="list-style-type: none"> <li>Design: Sustainable housing</li> <li>Refugee shelters that is easy to transport/caters for a variety of weather conditions/varying sizes of families</li> <li>Refugee survival kit</li> <li>Garden/plants that could be sustainable</li> <li>Water irrigation systems for land/animals/crops</li> <li>Survival guide to moving to a new country i.e. from South Sudan to New Zealand</li> </ul>			
<b>ADD YOUR IDEAS...</b>				