

Learning Area: Creative Arts

Key Generic Skill: Communication

Learning Outcome:

2.5a Use works of art from various European cultures, styles and genres to inform and enhance own works of art

4.1a. Employ creativity and originality in creating new works of art

S2 Activity

Learners are provided with images, videos and/or descriptions of a traditional dance from a European country. In groups, learners should examine the dance to identify key features, explaining to each other how these are similar and different to dance moves they are familiar with in Uganda. They should work together to practise these new movements in order to experience how they feel and could be presented in different ways. They should describe these features to their teacher or other groups.

Learners should decide which features of the European dance they believe would fit well into a dance sequence or pattern that they already know well from Uganda and then compose a new dance sequence to incorporate this/these move(s).

S4 Activity

Learners work in small groups to plan a dance linked to topic work in another subject. They must select and agree upon a number of features including: the name of the dance, accompanying instruments, costumes and props, how dancers are organised and style of dance.

Learners should work together to create a plan for the dance that can be shared with others. They should use their communication skills to explain their views and thinking to other groups using specific related vocabulary that connects features of dance styles and techniques to the theme or title of their chosen dance.

S4 is a more complex context because...

Learners have a wide selection of topics to choose from and are likely to have different preferences of dance styles and contexts from which they have to choose also. They will have to communicate effectively in order to explore all possibilities and reach a group decision.

Other supporting Generic Skills:

Critical thinking and problem solving skills are required in order to identify and then select relevant dance moves. Co-operation is also needed in order to practice and explore new dance pieces.

Other supporting Generic Skills:

Creativity is needed to compose and create a plan for the dance. Co-operation is needed in order to work effectively as a team to produce the final dance.



Learning Area: Christian Religious Studies

Key Generic Skill: Communication

Learning Outcome:

1.2a Know the main rituals practiced by Christians in order to develop unity and love

4.1a Understand the causes of conflict in order to promote values of self-control and patience

S1 Activity

Learners work in groups to discuss examples of rituals practiced by Christians that they feel are particularly relevant to developing a sense of unity and love in a community. Learners should select 4 or 5 rituals and prepare these into a short skit or drama sequence that can be shared with another group. This skit should be performed as a mime with one group member narrating the action so as to explain how each ritual enables communities to develop a sense of unity and love.

S4 Activity

Learners should work in groups to discuss examples of where self-control and patience have been necessary in their own lives, explaining the impact on events and relationship of these values. Learners should then move to working in pairs to further discuss examples of conflicts in society, trying to identify the causes of this conflict. Each pair should aim to produce a short article about how they believe values of self-control and patience can support conflict resolution as well as prevent the rise of conflict situations in the first place. They should include an example in their article of a possible conflict situation in their school or community and how tolerance could mitigate conflict.

S4 is a more complex context because...

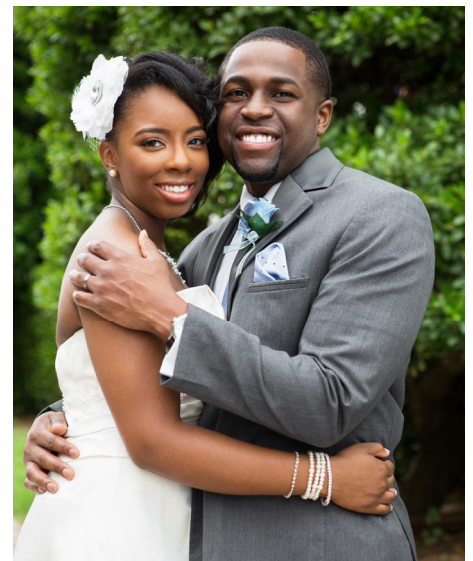
Learners are challenged to learn from a group but then work in pairs. This requires a more delicate negotiation of what their work should look like through good explanations and justifications. This also provides an opportunity to refine to a higher degree, the quality of their piece of writing that is to be communicated to the rest of the group.

Other supporting Generic Skills:

Co-operation and Learning skills are used here in order to work effectively as a team to compose, practise and perform the skit.

Other supporting Generic Skills:

Critical thinking and problem-solving skills are required here to analyse conflict situations in the community and suggest strategies to prevent further conflict.



Learning Area: Languages - English

Key Generic Skill: Co-operation and learning

Learning Outcome:

1.6e Express their opinions clearly on public issues

3.7a Know the different types of higher education institutions available in the country

S1 Activity

Learners begin by working individually to write a paragraph about what they appreciate in the natural environment. They should then make groups of 4 – 6 to share their ideas, reading to each other and asking relevant questions to clarify meaning. The group should then pick out features of each of the short pieces of writing and list these words or short phrases on one large board or piece of paper.

As a group, they should then suggest what they believe to be possible threats to each feature listed, illustrating and labelling these next to the relevant word or phrase. Finally, the group should build their ideas for preventative strategies and conduct a short piece of research into possible barriers to these threats. They could talk to community leaders or local environmental experts and read short articles on this subject in Uganda. Summaries of their findings and their related opinions should be illustrated in a contrasting format on their large display paper/board.

Other supporting Generic Skills:

Critical thinking and problem-solving skills will be developed in order to explore and examine evidence of environmental threats and possible strategies for mitigation.

S3 Activity

Learners should work together in groups of 4 - 6 to summarise what they already know about higher education institutions. They should prepare 3 related questions for other groups that would deepen their understanding of the differences, similarities and types of opportunities available across higher education institutions in Uganda.

Each group should present what they know to the rest of the class or to a number of other small groups, and pose prepared questions as appropriate to each other throughout presentations.

As a whole class, learners should decide on 4 final questions for further research purposes that would enable them to more fully understand the different types of higher education institutions in Uganda.

Other supporting Generic Skills:

Communication skills will be needed to share effectively own knowledge and experiences, particularly when addressing the whole class.

S3 is a more complex context because...

In order to arrive at 4 final questions for the whole class, each group must work effectively together in order to select what they believe to be the 4 most useful questions. This may involve some ranking of possible questions and an agreed removal of a few topics that arise in whole class discussions.

