



Secondary

Geography 3

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

The book comprehensively covers the Secondary 3 syllabus as developed by Ministry of General Education and Instruction.

Each year comprises of Student's Book and teacher's Guide.

The Student's Books provide:

- Full coverage of the national secondary school syllabus.
- A strong grounding in the basics of how to teach Geography as a subject, inclusive of helpful detailed notes.
- Clear presentation and explanation of Geographical concepts, theories and ideas
- Answers to a variety of case studies, progress checks, comprehensive activities and exercises, often showing how Geography can be applied to tackle real-life situations.
- It provides opportunities for collaboration through group work activities.
- Clear, detailed and stimulating illustrations.



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



Secondary Geography 3

Secondary

Geography 3

Teacher's Guide

Teacher's Guide



This Book is the Property of the Ministry of General Education and Instruction.

This Book is not for sale.

Any book found on sale, either in print or electronic form, will be confiscated and the seller prosecuted.

Funded by:



This Book is the Property of the Ministry of General Education and Instruction.

This Book is not for sale.

Funded by:



How to take care of your books.

Do's

- 1. Please cover with plastic or paper. (old newspaper or magazines)**
- 2. Please make sure you have clean hands before you use your book.**
- 3. Always use a book marker do not fold the pages.**
- 4. If the book is damaged please repair it as quickly as possible.**
- 5. Be careful who you lend your schoolbook to.**
- 6. Please keep the book in a dry place.**
- 7. When you lose your book please report it immediately to your teacher.**

Don'ts

- 1. Do not write on the book cover or inside pages.**
- 2. Do not cut pictures out of the book.**
- 3. Do not tear pages out of the book.**
- 4. Do not leave the book open and face down.**
- 5. Do not use pens, pencils or something thick as a book mark.**
- 6. Do not force your book into your schoolbag when it is full.**
- 7. Do not use your book as an umbrella for the sun or rain.**
- 8. Do not use your book as a seat.**

GEOGRAPHY

Teacher's Guide

©2018, THE REPUBLIC OF SOUTH SUDAN, MINISTRY OF GENERAL EDUCATION AND INSTRUCTION.
All rights reserved. No part of this book may be reproduced by any means graphic, electronic, mechanical, photocopying, taping, storage and retrieval system without prior written permission of the Copyright Holder. Pictures, illustrations and links to third party websites are provided in good faith, for information and education purposes only.



This Book is the Property of the Ministry of
General Education and Instruction

THIS BOOK IS NOT FOR SALE

Funded By:



GLOBAL
PARTNERSHIP
for EDUCATION
quality education for all children

FOREWORD

I am delighted to present to you this Teacher's Guide, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This Teacher's Guide shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum, school textbooks and Teachers' Guides for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum, the new textbooks and Teachers' Guides. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my role as the Undersecretary, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

Table of Contents

UNIT 1: TRANSPORT, COMMUNICATION, TRADE AND ECONOMIC GROWTH.....	1
Understanding Transport, Communication, Trade and Economic Growth.....	3
Notes for the teacher.....	3
Specific Objectives;.....	3
Detailed content.	4
Teaching/ learning activities.....	4
UNIT 2 EMERGING ECONOMIES.....	16
Notes for the teacher.....	17
Specific Objectives;.....	18
Detailed content.....	18
Teaching/ learning activities.....	18
UNIT 3: GLOBAL CHALLENGES AND THE WORLD AT RISK.....	25
Understanding Global Challenges and the World at Risk.....	26
Notes for the teacher.....	26
Specific Objectives;.....	26
Teaching/ learning activities.....	27
Impacts of Natural Hazards	29
Human factors that contribute to increased Natural disaster.....	30
Preparing for Natural Disaster and preventing further harm.....	31
Assessment of skills, abilities and attitudes.....	32
UNIT 4: URBANISATION AND THE GROWTH OF MEGA CITIES.....	33
Understanding Urbanisation and Growth of Megacities.....	34
Notes for the teacher.....	34

Teaching/ learning resources	34
Specific Objectives;	35
Teaching/ learning activities	35
Factors affecting rate of Urbanisation	36
Types of Migration	37
UNIT 5: TRAVEL AND TOURISM	41
Notes for the teacher	42
Teaching/ learning resources	42
Specific Objectives;	43
Teaching/ learning activities	43
Travel	44
Tourism	44
Global Trade in Travel and Tourism	45
Advantages and disadvantages of a tourist industry	46
UNIT 6: FORESTRY USE AND CONSERVATION	50
Teaching/ learning resources	50
Specific Objectives	50
Teaching/ learning activities	50
Effects of forests on climate and underlying geology.....	51
Group discussion.	52
Assessment of skills, abilities and attitudes	55
Guidelines for exercises.....	55
UNIT 7: SOUTH EAST ASIA	56
Understanding South East Asia.....	57
Notes for the teacher	57
Teaching/ learning resources	57

Specific Objectives	58
Teaching/ learning activities	58
South East Asia.....	58
Importance of South East Asia	60
South East Asia population.....	60
Factors enhancing South East Asia economic development.....	60
UNIT 8: RURAL ECONOMY IN AFRICA.....	62
Notes for the teacher	63
Teaching/ learning resources	63
Specific Objectives;.....	64
Teaching/ learning activities	64
Agrarian social structure.....	65
Importance of Agro-ecological knowledge for effective participation in rural economy	66
.....	66
Important roles played by women in rural economy	66

Guidance on teaching Secondary School Learners

Learning for secondary school learners is basically acquired through listening, reading, writing, creative and imaginative activities. It is through these activities that learners enhance various aspects of development which include: physical, cognitive, language, social, moral, spiritual, emotional, cultural and aesthetic.

It is imperative for teachers to realize that individual differences should be put into consideration when organizing activities for secondary school learners. This is in relation to their abilities, capabilities and potentialities.

This guide book provides hints for the teacher in relation to the activities learners can perform in order to cover specific content. Teachers are advised not to consider the hints suggested being exhaustive. They are instead expected to be creative and come up with more activities which can make learning more interesting for the learners.

It is important for teachers to note that the activities suggested for a specific content area varies in the level of complexity as we move from one level to another. The aspect is meant to cater for the development age levels of learners in terms of their abilities and Capabilities.

Reasons behind Teaching Geography in Schools

Geography in secondary schools is important for learners to acquire knowledge about the distribution of world's physical features and their impacts to human activities.

Geography appreciates the diversity in nature and tries to grant learners with knowledge on how physical features are formed. Similarly they also learn how human activities.

contribute to change in climate and issues like environmental degradation among others.

As a career subject, geography has vast areas of specialization in the job industry giving the student a wide array of choices for his/her future aspirations. Examples of careers that learners may benefit from geography include aviation, meteorology, survey, tour guide among others.

Geography is an interesting subject to teach and teachers should ensure that the lessons are adventurous, lively and interactive by encouraging participation of the learners in the classroom.

UNIT 1: TRANSPORT, COMMUNICATION, TRADE AND ECONOMIC GROWTH.

CONTENT MAP

Knowledge and understanding	<ul style="list-style-type: none"> • Describe the key global trade patterns and the reasons for recent changes. • Explain the impact of transport, communication and trade on economic development. • Explain the theory of regional development. • Describe the conditions for economic growth.
Skills	<ul style="list-style-type: none"> • Use a range of sources to investigate the impact of transport, communication on trade. • Use their understanding of economic development to predict and make suggestions. • Apply theory to practical situations in terms of local economic development.
Attitudes	<ul style="list-style-type: none"> • Value and appreciate the importance of transport, communication and trade for sustainable development.
Competencies	<p>Critical and creative thinking through investigating relationships and making prediction.</p> <p>Co-operation and communication in working with the group and making presentations.</p>
Key inquiry questions	<ol style="list-style-type: none"> a. What are the key global trade and patterns and routes? b. How have these trade changed recently? c. What types of transport and communication relate to different forms of trade?

	<ul style="list-style-type: none">d. How does the availability of transport and communication impact on economic development?e. How does this relate to our own situation in South Sudan?f. What is the theory of regional development and how does it relate to communication and trade?g. Why is it important for economies to develop sustainably? Occurrence of natural hazards?h. What evidence do we have for these?i. How can climate change be managed?
--	--

UNIT 1: TRANSPORT, COMMUNICATION, TRADE AND ECONOMIC GROWTH.

Understanding Transport, Communication, Trade and Economic Growth.

Notes for the teacher

- a) The modes of transport are things that the learners may be familiar with as they may have used them, the teacher should therefore assist the learners to identify them and classify them.
- b) Clearly articulate the difference between transport and communication.
- c) The teacher should then explain what is trade and how transport and communication influences trade.
- d) Describe the key global routes and allow the learners to identify them on the map.
- e) Explain how transport, communication and trade affect economic development.

Teaching/ learning resources

- a) The students' book unit 2.
- b) Other relevant reference books.
- c) Videos.
- d) The internet.

Specific Objectives;

By the end of the topic the learner should be able to;

- Define Transport, communication, trade and economic.
- Discuss the modes of transport.

- Describe different types of trade.
- Describe the key global trade routes.
- Explain the importance of transport improvements.
- Explain the importance of transport on economic factors.

Detailed content

1. Define the terms;
 - Transport.
 - Trade.
 - Communication.
 - Economic development.
2. Outline the different modes of transport and communication
3. Describe the two types of trade i.e. internal and external trade and describe the categories under each. See the students' book pg.
4. Show the relationship between transport and communication and economic growth.
5. Describe the key global trade routes
6. The types of natural resources.

Teaching/ learning activities

- a) At the beginning of the topic, the teacher should introduce the topic and explain the meaning of the concepts.
- b) Ask the students to attempt to give examples of transport and communication means.
- c) Describe the various transport and communication means in their area.
- d) Allow the students to identify the different modes of transport and communication on the photographs
- e) Explain the relationship between a well-developed transport and communication network and economic development.
- f) The learners should make/ take notes as the teacher is explaining the various concepts.

Transport

- Guide the learner in defining transport.
Transport is the movement of human beings, animals and goods from one location to another.

Types of transport

Before listing the major types of transport South Sudan and explain why.

Activity 1.1

- Observe and listen to the results of the group discussion done by the learners.

- Guide the learners in stating the types of transport.
 - o Road
 - o Air
 - o Sea
 - o Rivers
 - o Canals
 - o Pipeline

Ask the learners if they know any other means of transport.

Activity 1.2

Observe and listen to learners list the means of transport they use to school. Note the learners will give different answers based on where they come from.

Observe the learners give their opinion on which mode of transport poses an opportunity for development in South Sudan.

Transport and Transportation

Activity 1.3

Listen to the learners define what is transportation and as they give description on different modes of transport they have used.

- Guide the learner in defining what transportation is.

Transportation is the movement of humans, animals and goods from one location to another.

- You may pose questions like have you ever been transported?
- If they say yes let them say where they got transported to and by which means.

Communication

- Guide the learner in stating what communication is.

Communication refers to all the means that people and machines use to make contact and share information.

- Guide the learner in listing all the means of communication.
 - Newspapers
 - Mail
 - Email
 - Telephones
 - Television
 - Radio

Activity 1.4

- Organise the learners into groups and observe them discuss different means of communication in their area and present to the rest of the class.
These include:

Expected answers

- Newspapers
- Mail
- Email
- Telephones
- Television
- Radio

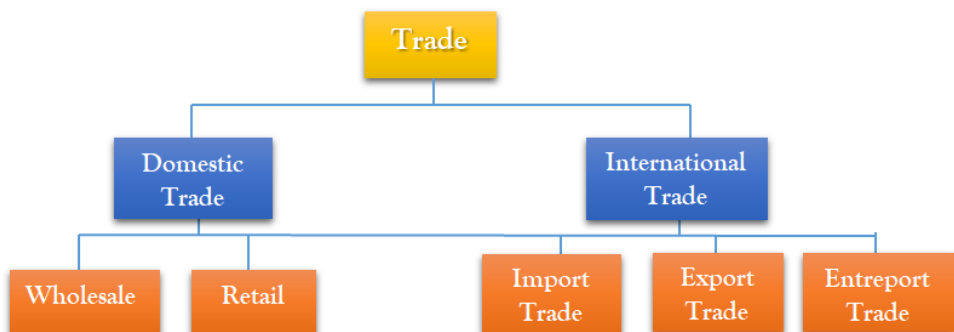
You may ask them which means of communication do they use to communicate to their relatives and friends.

Trade

- Guide the learners in defining what is trade
Trade is the act of buying, selling or exchanging commodities. This can be either wholesale or retail within a country or between countries.

Types of trades

- Guide the learners in stating the two types of trades and the groups they are divided into.
 - i. Domestic trade.
 - ii. International trade.



Domestic Trade

Define domestic trade to the learners and they should relate with examples in South Sudan.

Domestic trade is also known as Home trade. It is conducted within the political and geographical boundaries of a country. It can be at local level, regional level or national level.

Explain to the learners that domestic trade is divided into two groups namely; Wholesale trade and Retail trade.

Wholesale Trade: *It involves buying in large quantities from producers or manufacturers and selling in lots to retailers for resale to consumers. The wholesaler is a link between manufacturer and retailer.*

Retail Trade: *It involves buying in smaller lots from the wholesalers and selling in very small quantities to the consumers for personal use.*

International Trade

Define international trade to the learners and they should relate with examples in South Sudan

International trade also called as foreign trade. It refers to buying and selling between two or more countries. For instance, If Mr. X who is a trader from Mumbai sells his goods to Mr. Y another trader from New York then this is an example of foreign trade.

Explain to the learners that International trade is divided into three groups namely; Export trade, Import trade and Entrepot Trade.

Export Trade

When a trader from home country sells his goods to a trader located in another country, it is called export trade. For Example a trader from India sells his goods to a trader located in China.

Import Trade

When a trader in home country obtains or purchase goods from a trader located in another country, it is called import trade. For example a trader from India purchase goods from a trader located in China.

Entrepot Trade

This trade involves when goods are imported from one country and then re-exported after doing some processing, it is called Entrepot trade.

Activity 1.5

Expected answers

Trade is the act of buying, selling or exchanging commodities.

Wholesale Trade: It involves buying in large quantities from producers or manufacturers and selling in lots to retailers for resale to consumers. The wholesaler is a link between manufacturer and retailer.

Retail Trade: It involves buying in smaller lots from the wholesalers and selling in very small quantities to the consumers for personal use.

When a trader from home country sells his goods to a trader located in another country, it is called export trade. For Example a trader from India sells his goods to a trader located in China.

Observe and ensure the learners provide the correct answers.

Global trade trends

- Guide the learner in stating what global trade trends are.
Explain to the learners the differences that show how global trade has changed.
 - ❖ Better domestic and international transportation.

- ❖ Advancements in communications, logistics and supply chain technologies.
- ❖ Improved geo-political relations and more open trade.
- ❖ Increased ability to maximize a company's global potential.

From the graphs provided on page 10 the learners should be able to tell how the changes have taken place.

The key global trade routes

- Guide the learner in understanding what a trade route is.
*A **trade route** is a logistical network identified as a series of pathways and stoppages used for the commercial transport of cargo.*
The term can also be used to refer to trade over bodies of water. Allowing goods to reach distant markets, a single trade route contains long distance arteries, which may further be connected to smaller networks of commercial and noncommercial transportation routes.

Silk Road the most famous trade route in the world

- Guide the learners in understanding the Silk Road trade route and the countries it linked.

Spice route // bringing flavor from east to west

- Guide the learners in understanding the spice route trade route and the countries it linked and the commodity that was traded through the route.

Incense route // starring the domesticated camel

Guide the learners in understanding the incense route trade route and the countries it linked and the commodity that was traded through the route.

Amber road // trading beads.

- Guide the learners in understanding the amber road trade route and the countries it linked and the commodity that was traded through the route.

Tea route // the precipitous tea-horse road.

- Guide the learners in understanding the tea trade route and the countries it linked and the commodity that was traded through the route.

Salt route // via salaria

- Guide the learners in understanding the salt trade route and the countries it linked and the commodity that was traded through the route.

Trans-Saharan trade route // trading across the desert

- Guide the learners in understanding the tran-saharan trade route and the countries it linked and the commodity that was traded through the route.

Activity 1.6

- Ensure the learners draw a map showing different trade routes.
- Ensure the learners are able to organise a diagram that presents the key features of the trade routes.

Modern trade routes

Define modern trade routes to the learners and how they are divided.

Land Route

Shipping Route

Sailing Route

Describe the land route

This contains of highways an example being:

Trans-African Highway network

The Trans-African Highway network comprises transcontinental road projects in Africa being developed by the United Nations Economic Commission for Africa (UNECA), the African Development Bank (ADB), and the African Union in conjunction with regional international communities.

Progress check

The learner's s should be able to choose 2 routes and describe key features that explain why the route has been directed in this way.

Regional development

- Guide the learner in defining what regional development is.

Regional development is the provision of aid and other assistance to regions which are less economically developed. Regional development may be domestic or international in nature.

Transport and communication in South Sudan

Juba is a booming capital caught up in the midst of building, construction, renovations since being established as the seat of Government for South Sudan and the capital of Central Equatorial state. *“Clement.K.Mugo, 2018”.*

The learners should discuss the above quote provide answers supppoerting to what extent its true.

Importance of transport improvement

- Guide the learners in outlining various importance of transport improvement.
 - o Commodity market
 - o Labor market

Impact of transport on economic factor

Describe to the learners the impact of transport on economic.

Geographical specialization

Improvements in transportation and communication favor a process of geographical specialization that increases productivity and spatial interactions. This process is known in economic theory as comparative advantages.

Large scale production

An efficient transport system offering a cost, time and reliability advantage enables goods to be transported over longer distances. Thus, the more efficient transportation becomes, the larger the markets that can be serviced and the larger the scale of production. This results in lower unit costs.

Increased competition

When transport is efficient, the potential market for a given product (or service) increases, and so does competition. A wider array of goods and services becomes available to consumers through competition which tends to reduce costs and promote quality and innovation.

Increased land value

Land which is adjacent or serviced by good transport services generally has greater value due to the utility it confers to many activities.

Consumers can have access to a wider range of services and retail goods while residents can have better accessibility to employment, services, and social networks, all of which transcribes in higher land value.

In some cases, transportation activities can lower land value, particularly for residential activities. Land located near airports and highways, near noise and pollution sources, will thus be impacted by corresponding diminishing land value.

Economic Development

Transport also contributes to economic development through job creation and its derived economic activities. Accordingly, a large number of direct (freighters, managers, shippers) and indirect (insurance, finance, packaging, handling, travel agencies, transit operators) employment are associated with transport.

Producers and consumers take economic decisions on products, markets, costs, location, prices which are themselves based on transport services, their availability, costs, capacity, and reliability.

Activity 1.7

Observe and ensure the learners provide the correct answers.

Assessment of skills, abilities and attitudes

Written questions, tests, and quizzes should be set to test knowledge, comprehension, application and evaluation. This can be done by setting questions using the specific objectives.

- ❖ Knowledge- (a), (b), (c)
- ❖ Comprehension- (c), (d)
- ❖ Application- (e), (f)

Acquisition of skills and development of a positive attitude can be assessed through participation in group discussions.

Guidelines to Exercise

- a) This exercise involves things that the learners should do. They should get answers to the question asked from the research materials made available to them.
- b) Answers are available in the student's book.

UNIT 2 EMERGING ECONOMIES

CONTENT MAP

Knowledge and understanding	<ul style="list-style-type: none">• Explain the reasons for the rapid development of the emerging economies.• Describe how natural resources are developed and can be used sustainably.• Classify how different economies are organized and their impacts on growth.
Skills	<ul style="list-style-type: none">• Use a range of sources to investigate conditions for economic growth.• Use understanding of economies to suggest factors that will help economic growth in South Sudan.
Attitudes	<ul style="list-style-type: none">• Value and appreciate the need for sustainable economic development.
Competencies	<p>Critical and creative thinking through investigating relationships and making prediction.</p> <p>Co-operation and communication in working with the group and making presentations.</p>
Key inquiry questions	<ol style="list-style-type: none">a. Which are the emerging economies of the world?b. What is the basis for their economic growth?c. How are the economies organized?d. How does their growth relate to their natural resources?e. How do they make best use of those resources?f. How can the experiences of these countries be applied to South Sudan.

UNIT 2: EMERGING ECONOMIES

Understanding Emerging Economies

Notes for the teacher

- a) At the beginning of this unit, the teacher should introduce the topic by asking the students lead questions. Ask the learners to attempt to give the meaning of emerging economies.
- b) You should then clearly define the term.
- c) Explain the relationship between natural resource use and economic development.
- d) Allow students to state the major economies of the world.
- e) Discuss the factors that contribute to rapid development of emerging economies.
- f) Guide the learners through the class discussions and presentations.

Teaching/ learning resources

- i. The students' book, unit 2.
- ii. Other relevant reference books.
- iii. Maps.
- iv. Photographs.
- v. Videos.

Specific Objectives;

By the end of the topic the learner should be able to;

- a. Define emerging economies.
- b. Outline the major emerging economies of the world.
- c. Explain the reasons for rapid development of emerging economies.
- d. Describe ways to develop natural resources.
- e. Explain how resources can be used sustainably.
- f. Describe the organization of different economies and their impact.

Detailed content

- i. The learners should be able to:
- ii. Definition of emerging economies.
- iii. Give a detailed description of the major emerging economies of the world.
- iv. Give a detailed account of the rapid development of emerging economies.
- v. Describe how natural resources can be developed and used sustainably.
- vi. Give a description of how different economies are organized and their impact.

Teaching/ learning activities

1. Exposing the learners to new terminologies
2. Explaining and discussing
3. Group discussions and class presentation
4. Making and taking notes by the learners.

Introduction

Emerging economies of the world

You can start by asking the learners what is an emerging economy? This will provoke the learner to give out their ideas before introducing to them.

An **emerging market economy** is a nation's economy that is progressing toward becoming more advanced, usually by means of rapid growth and industrialization. These countries experience an expanding role both in the world economy and on the political frontier.

- Guide the learner in stating the emerging economies of the world.
The Emerging Markets (BEM) economies are (alphabetically ordered): Mexico, Brazil, China, India, Indonesia, Pakistan, South Africa, Turkey, Taiwan, Egypt, Thailand are other emerging economies.

Activity 2.1

- Guide the learners in investigating the conditions for economic growth.

Reasons for Rapid development of emerging economies

Activity 2.2

- Organise learners in group and observe them learners discuss reasons that has caused rapid development of emerging economies.
- Guide the learner in stating and explaining the reasons for development of emerging economies, which include:
 - Discovery of new or better economic resources
 - Growth of labour force.
 - Creation of superior technology or other capital goods.
 - Increased specialization.

Ways in which natural resources are developed and can be used sustainably

Activity 2.3

- Guide the learners in discussing on way in which natural resources can be developed and used sustainably.
- Guide the learners in stating and explaining ways natural resources are developed.
 - Preservation of the environment.
 - Retaining the resources for future generation to enjoy.
 - Recycling- this reduces waste
 - Discovering of new types of energy while still developing and expanding existing sources that are more sustainable than fossils.

Activity 2.3

In groups

Can you think of examples for each of these areas of development?

Organization of different economies

Activity 2.4

- Guide the learners in comparing and contrasting organization of the economies.
- Guide the learners in explaining ways in which societies have organized the economies and their impacts.

There are at three ways societies have organized the economies.

Traditional economy

Traditional economy is the oldest economic system which can be found in parts of Asia, Africa and South America. Traditional economies organize their economic affairs the way they have always done.

Impacts of traditional Economy

- Has promoted the knowing of People's Role
- It is less destructive thus it will always sustain an environment friendly surrounding that aims to give the people their needs effectively and accordingly without affecting the nature of the environment.
- Harmony among the People thus promoting cooperation and harmonious relationship. It provides people with equal chances to practiced working with other people harmoniously and with complete cooperation.

Megacities

Introduce megacities to the learners you can ask them to describe a megacity before defining it.

A Megacity is usually defined as a metropolitan area with a total population in excess of ten million people.

*A Megacity can be a single **metropolitan** area or two or more metropolitan areas that converge. The terms conurbation, metropolis and **metroplex** are also applied to the latter.*

Give examples of Megacities to the learner and you can ask them to name any other megacity they know and which of them they would like to visit and why.

1. Tokyo
2. Mexico City
3. Delhi
4. Mumbai
5. Calcutta

6. Shanghai
7. Dhaka
8. Karachi
9. Sao Paulo
10. New York

Command economy

These economies are very different. In a **command economy**, economic effort is devoted to goals passed down from a ruler or ruling class.

Ancient Egypt was a good example: a large part of economic life was devoted to building pyramids, like the one shown below, for the pharaohs.

Impacts of command economies

Adjusting the Production Rate and Availability of Completed Goods

In command economy, it is possible to adjust the production rate that meets the exact demands of the population.

Using Production in Controlling the Entire Course of the Economy

The production may either be increased or decreased on specific regions. This is better especially if the needs of the people arise that further stabilize the economic situations of the people in the areas.

Informs the Government about the Needs and Demands of People

the production effort can be arranged to meet the needs of people. The costs can be kept at a minimum rate. In fact, many countries are using this model with some of the measures in reducing the potential abuse for the citizens and government.

Market Economy

Unlike command economies, market economies have a much decentralized structure. A market is an institution that brings together buyers and sellers of goods or services, who may be either individuals or businesses.

Impact of market Economies

It has led to competition between different firms leading to increased efficiency.

It has promoted more innovation as firms look for new products to sell and cheaper ways to do their work.

It has attracted foreign investment as word gets out about the new opportunities for profit earning.

Mixed Market Economies

Though it's possible to have a pure communist system, or a pure capitalist (free market) system, in reality many economic systems are mixed. A mixed market economy relies on both markets and the government to allocate resources. Individual ownership of other industries.

Activity 2.5

- Guide the learners in discussing in groups four impacts of command economies and observe their answers based on the understanding.
- Observe the learners discuss ways in which emerging economies growth relate to natural resources.

Ways in which emerging economies make best use of natural resources/conservation

Page 33 a (*Every economic development depends on natural resources, without using the natural resources we would not be able to thrive, or even live on this planet*) the learners to discuss and give evidences supporting this statement to be true.

- Guide the learners in stating and explaining ways in which economies make best use of natural resources/conservation.
- These include:
 - a. Planting trees in home compounds.

- b. Ensure the recycling of wastes.
- c. Use of alternative sources of power such as solar and wind energy.
- d. Practice judicious ways of conservation energy.
- e. Use earth-bags instead of plastic and paper bags.
- f. Practice conservation of wildlife

Activity 2.6

- Ensure the learners answer the questions on the activity correctly.
- Guide the learners in the producing a flow chart to illustrate the key features of emerging economies.
- The learners should read the quotes and discuss and give evidences supporting that the quotes are true.

Assessment of skills, abilities and attitudes

Written questions, tests, and quizzes should be set to test knowledge, comprehension, application and evaluation. This can be done by setting questions using the specific objectives.

- ❖ Knowledge- (a), (b), (c)
- ❖ Comprehension- (c), (d)
- ❖ Application- (e), (f)

Acquisition of skills and development of a positive attitude can be assessed through participation in group discussions.

Guidelines to Exercise

- a. This exercise involves things that the learners should do. They should get answers to the question asked from the research materials made available to them.
- b. Answers are available in the student's book.

UNIT 3: GLOBAL CHALLENGES AND THE WORLD AT RISK.

CONTENT MAP

Knowledge and understanding	<ul style="list-style-type: none"> • Explain the differences between hydro-meteorological and geophysical hazards. • Understand how natural and human activities are combining to cause increasing disaster scenarios. • Understand how and why disasters are affecting more people and causing more damage.
Skills	<ul style="list-style-type: none"> • Research databases for the evidence and frequency of hazards. • Make use of the disaster risk equation. • Find out how disasters result from combinations of factors. • Suggestions that need to be taken to avert disasters.
Attitudes	<ul style="list-style-type: none"> • Value and appreciate the need to take precautions to avoid disasters.
Competencies	<p>Critical and creative thinking through investigating relationships and making prediction.</p> <p>Co-operation and communication in working with the group and making presentations.</p>
Key inquiry questions	<ol style="list-style-type: none"> a. What are the main types of physical risk facing the world and their threats? b. How and why are natural hazards becoming increasingly global threat? c. Why are some places more hazardous and disaster-prone than others? d. How should we tackle the global challenges of increasing risk and vulnerability in a more hazardous world?

UNIT 3: GLOBAL CHALLENGES AND THE WORLD AT RISK.

Understanding Global Challenges and the World at Risk

Notes for the teacher

- a) When introducing the topic, the teacher should give clear definitions of the terms, challenges, global then finally define global challenges.
- b) The learners should be guided through identifying the different types of hazards and the areas prone to the hazards mentioned.
- c) Give a detailed account of why some areas are prone to certain hazards while others are not.

Teaching/ learning resources

- a) The students' book, unit 3.
- b) Other relevant reference books.
- c) Photographs.
- d) Videos.
- e) Internet.

Specific Objectives;

By the end of the topic the learner should be able to;

- Define global challenges.
- Define physical hazards and state examples.
- Outline the types of natural hazards.
- Explain the effects of natural hazards.
- Outline reasons for vulnerability of developing world to hazards.
- Describe how global challenges can be tackled.
-

Detailed content

The learners should be able to:

- a. Define global challenges. The teacher should allow the students to give different definitions.
- b. The teacher should assist learners to describe the major natural hazards that are common
- c. Allow the learners to outline the major natural hazards that have occurred globally in recent times.
- d. Describe the effects of the natural hazards.
- e. Discuss the reasons of vulnerability of developing world to hazards. The students should be giving research materials to research on this. They should then identify the countries prone to the natural hazards
- f. Describe the ways to tackle global challenges.

Teaching/ learning activities

- a. At the beginning of this unit, the teacher should introduce the topic by asking the students lead questions. Ask the learners to attempt to give the meaning of global challenges.
- b. You should then clearly define the term, other terms will emerge e.g. Physical hazards and natural hazards, define them too.
- c. Explain the types of natural hazards.
- d. Answering questions from the learner/ teacher.
- e. Researching in the various reference materials.
- f. Group discussions and presentations.

Global challenges

- Start by introducing and explaining what global challenges are to the learners.

Global challenges are the major issues facing our planet. They are of a magnitude that no one institution or organization can address on its own. They require the

pooling and sharing of knowledge across institutions, across disciplines and across continents.

Physical Risk/Natural hazards

- Guide the learner in understanding:

A Physical hazard is a factor within the environment that can harm the body without necessarily touching it. Vibration and noise are examples of physical hazards.

A Natural hazard is a Natural phenomenon that might have a negative effect on people or the environment. Natural hazard events can be grouped into two broad categories.

Progress check

The learners should list the Natural hazards they learnt in form one and give details on how these natural hazards affect the environment and human activity.

Causes of Natural hazards

- Some natural disasters are geological. This means that they are caused by natural events occurring within the Earth's crust.
- Some natural disasters are meteorological. This means that they are caused by extreme weather conditions in the Earth's atmosphere.
- Some natural disasters are hydrological. This means that they are caused by the amount of water present on the Earth's surface.
- Some natural disasters can be caused by a combination of natural factors. Humans can also play a role in causing natural disaster events.

Progress check

Learners should make links to causes of natural disasters.

Types of Natural Hazards and disasters

- Guide the learner in stating the main types of natural hazards and explaining into details and giving examples of each.
 - i. Hydro-meteorological hazards.

ii. Geophysical hazards.

Impacts of Natural Hazards

- Guide the learners in listing and explaining the impacts of natural hazards to the global world which include:
 - Primary
 - Secondary
 - Tertiary

Primary effects

These are the direct result of the natural disaster, such as collapsed buildings and water damage.

Secondary effects

These are the result of primary effects. Examples of secondary effects include power outages due to fallen trees or damaged building and fires from broken gas.

Tertiary effects

These effects are the long term effects of natural disasters. These include changes in the landscape and natural features, loss of habitat, and crop failure or reduction due to cooler temperatures or other interference.

- i Displaced Populations.
- ii Health Risks.
- iii Food Scarcity.
- iv Emotional Aftershocks.

Reasons why some places are more hazardous and disaster prone than others

Activity 3.1

- Group and guide the learners in the discussion.
 - Observe and listen to the learners outcomes of the group discussion.
- Explain to the learners the reason why some places are more likely to experience natural hazard disasters than others.

Activity 3.2

The learners should be able to interpret the photographs provided in relation to natural disaster.

Reasons why some places are more hazardous and disaster prone than others.

Activity 3.3

Organise the learners into groups and observe answers provided by the learners.

Human factors that contribute to increased Natural disaster

Activity 3.4

- Guide the learners in the activity on page 46 and let them discuss and point out the factors from the quotes given as an activity.

Climate change as a human factor contributing to natural disasters

Human activity is considered to be one of the main causes of climate change. People burn fossil fuels and convert land from forests to agriculture for example. Since the beginning of the Industrial Revolution, people have burned more and more fossil fuels and changed vast areas of land from forests to farmland.



Burning fossil fuels produces carbon dioxide, a greenhouse gas. It is called a greenhouse gas because it produces a “greenhouse effect”. The greenhouse effect makes the earth warmer, just as a greenhouse is warmer than its surroundings.

Carbon dioxide is the main cause of human-induced climate change.

It stays in the atmosphere for a very long time. Other greenhouse gases, such as nitrous oxide, stay in the atmosphere for a long time. Other substances only produce short-term effects.

The link between Climate change and increasing natural disasters.

Climate change may not be responsible for the recent skyrocketing cost of natural disasters, but it is very likely that it will impact future crisis.

The learners should study the graph and discuss what it indicates about the link between natural disaster and climate change.

Activity 3.5

Organise the learners in pairs and observe their and answers on the graph study

Preparing for Natural Disaster and preventing further harm

- Guide the learners in stating the measures that can be taken to reduce and solve the challenges that increase risk vulnerability in a more hazardous world.
- These may include:
 - i. Develop and rehearse a family disaster plan—what to do if you are forced to leave home.
 - ii. Include a communications plan how to contact each other if you become separated.
 - iii. When severe weather threatens, turn on your radio to a local station to stay informed of imminent danger.

- iv. Put together emergency supplies, one set for your house and one for your car. Emergency kits should include food, water, a first aid kit, flashlights, a radio, and plenty of batteries. The kit in your car should also have flares and jumper cables.
- v. Know how to turn off your utilities, and keep the necessary tools at hand. Make sure other members of your family know how to do.

Disaster Risk equation

Describe to the learner what a disaster risk equation is.

The risk of a disaster increases as the frequency or severity of hazards increases, people's capacity to cope (ability to cope with the consequences) is decreased.

Disaster- when a hazard actually seriously affects human.

Risk- the likelihood that the human will be affected by a hazard.

Vulnerability-how susceptible a population is to the damage caused by a hazard.

$$\text{RISK(R)} = \frac{\text{Hazard (H)} \times \text{Vulnerability (V)}}{\text{Capacity to cope (C)}}$$

Assessment of skills, abilities and attitudes

Written questions, tests, and quizzes should be set to test knowledge, comprehension and application. This can be done by setting questions using the specific objectives.

- a. Knowledge- (a), (b), (c)
- b. Comprehension- (d)
- c. Application- (e), (f)

Acquisition of skills and development of a positive attitude can be assessed through participation in group discussions.

UNIT 4: URBANSATION AND THE GROWTH OF MEGACITIES

CONTENT MAP

Knowledge and understanding	<ul style="list-style-type: none">• Understand the concept of urbanization and ‘mega-city’.• Explain the causes and processes of rural to urban migration and the growth of mega-cities.• Understand the diversity of urbanization.
Skills	<ul style="list-style-type: none">• Use a range of sources to find out the causes and processes of urbanization• Examine the consequences of this new growth(phenomenon)• Suggest reasons whether or not urban living is sustainable.
Attitudes	<ul style="list-style-type: none">• Value and appreciate the need for sustainability in urban growth
Competencies	<p>Critical and creative thinking through investigating relationships and making prediction.</p> <p>Co-operation and communication in working with the group and making presentations.</p>
Key inquiry questions	<ol style="list-style-type: none">a. What are the causes and processes of rural to urban migration?b. What are the consequences of the growth of urbanization?c. Can the growth of mega-cities be sustained? How should we tackle the global challenges of increasing risk and vulnerability in a more hazardous world?

UNIT 4: URBANISATION AND THE GROWTH OF MEGA CITIES.

Understanding Urbanisation and Growth of Megacities

Notes for the teacher

- a. Define urbanization. In the process of giving the definition, allow the students to first come up with their own understanding of the term then give them the definition.
- b. Explain the factors that contribute to urbanization while doing that give them the characteristics of an urban center and allow them to give examples of urban centers.
- c. Allow the students to discuss the functions of urban centers.
- d. Describe migration, as you do that explain the different types of migration, give explain to the learners the effects of migration on both the point of origin and the destination point.
- e. Prepare for a field study for the students to see an urban area and in the process assist them to identify the characteristics of the urban center and its functions.
- f. Describe the urbanization process, explain the problems of rapid urbanization.

Teaching/ learning resources

- i. The students' book.
- ii. Other relevant reference books.
- iii. Photographs urban centers and mega cities.
- iv. Relevant publications on urbanization.
- v. Maps & Atlases.
- vi. Videos from www.gapminder.org

Specific Objectives;

By the end of the topic the learner should be able to;

- Define the term urbanization
- Explain factors influencing urbanization.
- Define migration.
- Describe the different types of migration.
- Outline the causes of migration.
- Explain the effects of migration.
- Describe the urbanization process.
- State the problems associated with rapid urbanization.

Detailed content

The learners should be able to:

- a. Define urbanization
- b. Cite examples of urban centers
- c. Explain the factors that may contribute to urbanization citing the relevant examples.
- d. Outline the causes of migration, discuss the different types of migration and the effects of migration, both positive and negative.

Teaching/ learning activities

- a) Oral exposition to the new concepts by the teacher.
- b) Explanations and discussions.
- c) Students making/ taking note.
- d) Answering questions from the learners/ teacher.

Urbanization

- Guide the learners in defining urbanisation.
Urbanisation is the process in which there is a growth in the percentages of a population living and working in urban areas.

Factors affecting rate of Urbanisation

- Guide the learners in stating and explaining factors that affect urbanisation.
- **Birth -to- death**
If there are more people being born than there are dying than the population will increase or if there being born the population will decrease.
- **Urban to rural development**
Urban development means more rural to urban migration where rural development means more urban to rural migration.
- **Transport advances**
Means that the city is not only the easier to access but also increase its attraction.
- **General improvements**
Any general improvements of an area will attract people whether it be urban or rural.

Migration

- Guide learners in defining migration.
This is the movement of people from one place of residence to another.
- You can start by asking them if they have ever migrated.

Causes of Migration

Activity 4.1

- Observe and listen to different answers that the learners will give based on their knowledge on causes of migration.

- Explain to the learners the causes of migration.
- Pose the question of what causes migration to the learners, and listen to them give their opinions.
- You can also ask them whether they have ever migrated, if yes ask them what made them migrate.

Types of Migration

- Guide the learners in stating types of migration and their sub-branches.
 - a. Internal migration.
 - b. External migration.

Observe the learners answer the questions rapid urbanization create a Fact Sheet to illustrate the key points.

Effects of Migration at the Place of Origin

- Guide the learner in stating the effects of migration.
- Introduce to the learners the positive effects and negative effects.

Activity 4.2

- Observe the learners discuss and outline the negative and positive effects of migration at the place of origin.

Expected answers

Positive

- Improved agricultural production in rural areas when people move out creating more room for cultivation.
- Increase in purchasing power in rural areas when migrants remit money back home.
- Relief to a country which is faced with unemployment when people get employed outside the country.

Negative

- Lowering agricultural production when able bodied people go to town leaving the women, elderly and children who are unable to manage farms effectively.
- Underemployment in rural areas due to lowered agricultural productivity.
- Break up of families and lowering of social morals since majority of migrants are men which causes imbalance of female-male ratio.
- Lowering of population density in the area of origin.
- Lowering of fertility due to long separation between a man and wife.
- Lower rate of industrialization due to transfer of skilled man power to other countries (brain drain).

Progress check

The learners should explain how migration has affected the people of South Sudan in relation to positive and negative effects.

Urbanization process

- Explain to the learners what the meaning of urbanisation process is. *An urban settlement first appears as a result of agglomeration. That is the concentration of people and economic activities at favorable locations such as close to a mineral resource, river crossing points or a well or spring. As towns grow they expand outward by a process known as suburbanization*

The Problems of Rapid Urbanization

Activity 4.3

- Observe the learners discuss and listen and evaluate their answers on problems of rapid urbanization.

- Guide the learners in stating and explaining the problems of rapid urbanisation.

Mega cities

- Guide the learners in understanding the meaning of the term mega cities.
- Guide the learners in reading out some of the megacities as the table in their books shows.

Progress check

The four main factors for the growth of mega cities

- Guide the learners in listing and explaining the four main factors that determine the growth of mega cities.
- These include:
 - i. Economic development.
 - ii. Population growth.
 - iii. Economies of scale.
 - iv. Multiplier effect.

Shanty towns

- Guide the learner in understanding the meaning of shanty towns.
- Guide the learners in explaining where shanty towns are most likely to be found.

Activity 4.4

Ensure the learners provide the correct answers, and where there is discussion organise the learners into groups.

Assessment of skills, abilities and attitudes

- i Oral questions, tests, and quizzes should be set to test knowledge, comprehension, application and evaluation. This can be done by setting questions using the specific objectives.
- ii Knowledge- (1), (2), (3)
- iii Comprehension- (4), (5), (6), (7), (8)
- iv Acquisition of skills and development of a positive attitude can be assessed through participation in group discussions and co-operation during the field.

Guidelines for exercises

This exercise involves what the learners should do, they should be given different resources material e.g. the internet and let them come up with different definitions of the terms.

UNIT 5: TRAVEL AND TOURISM

CONTENT MAP

Knowledge and understanding	<ul style="list-style-type: none">• Understand the importance of travel and tourism.• Understand the diversity of the industry.• Understand ways in which tourism can be developed sustainably.
Skills	<ul style="list-style-type: none">• Find out about the features of a country that attracts tourists.• Compare and contrast tourist destinations.• Balance the needs of tourists and local residents.• Apply their knowledge to write a tourism development plan.
Attitudes	<ul style="list-style-type: none">• Value and appreciate the diversity of tourists' needs and interests.
Competencies	<p>Critical and creative thinking through considering ways in which tourism can be developed.</p> <p>Co-operation and communication in working with the group and making presentations.</p>
Key inquiry questions	<ol style="list-style-type: none">a. What do we understand by tourism?b. What are the features of a country that attracts tourists?c. How big is the global trade in travel and tourism?d. Which countries benefit most from this?e. How do these features vary around the world?f. How can a country sustainably develop its tourist industry?g. What are the advantages and disadvantages of a tourist industry?

UNIT 5: TRAVEL AND TOURISM

Understanding Travel and Tourism

Notes for the teacher

- a. Clearly articulate the difference between the travel and tourism.
- b. Tourist attractions are things that the learners may be familiar with as they are available within the environment around them, the teacher should therefore assist the learners to identify them.
- c. The teacher should ensure that the tourist attractions found in the country are mentioned and a comparison made between these attractions and those of her neighbours.
- d. Outline the economic importance of tourism.
- e. Give a detailed account of the strategies used by the country to develop its tourism industry.

Teaching/ learning resources

- a. The students' book, unit 5.
- b. Other relevant reference books.
- c. Maps.
- d. The field.
- e. Photographs.
- f. Videos.
- g. Internet.

Specific Objectives;

By the end of the topic the learner should be able to;

- Define travel and tourism.
- State the major tourist attractions.
- Describe the global trade in travel and tourism.
- Explain the economic importance of tourism.
- Outline the advantages and disadvantages of tourism.
- Explain how South Sudan can develop tourism.

Detailed content

The learners should be able to:

- i Define travel and tourism. See the students' book pg.
- ii The teacher should assist learners to describe the major tourist attractions.
- iii Allow the learners to outline the major tourist attractions of their country.
You can assist them make a comparison of the tourist attractions of South Sudan with those of her neighbours
- iv Describe the economic importance of tourism, outline the advantages and disadvantages of travel and tourism.
- v Discuss the ways a country can develop tourism.

Teaching/ learning activities

- a. At the beginning of the topic, the teacher should introduce the topic and explain the meaning of travel and tourism.
- b. Ask the students to attempt to give examples of tourist attractions.
- c. Describe the tourist attractions found in South Sudan and where they are located.
- d. Allow the students to identify the location of these tourist attractions on a map.

- e. Explain the economic importance of travel and tourism.
- f. In groups, the students to discuss the advantages and disadvantages of tourism
- g. The learners should make/ take notes as the teacher is explaining the various concept.

Travel

Activity 5.1

- In this activity provoke the learners thinking by asking the questions on their book, this will help them share the basic knowledge they have on travel.
- Guide the learners in defining travel,
- Guide the learners in naming different means of travel.

Travel is the movement of people between relatively distant geographical locations, and can involve travel by foot, bicycle, automobile, train, boat, bus, airplane, or other means, with or without luggage, and can be one way or round trip.

Tourism

- Guide the learners in defining tourism.

***Tourism** is travel for pleasure or business; also the theory and practice of touring, the business of attracting, accommodating, and entertaining tourists, and the business of operating tours.*

Tourist attraction of a country

Activity 5.2

- The activity is set to provoke the learners thinking before introducing to them the main tourist attraction of a country.

- Guide the learner in stating different tourist attraction of a country, these include:
 - a. National park.
 - b. National Reserve.
 - c. Museum.
 - d. Beaches.
 - e. Island resorts.
 - f. Mountains and forests.

Global Trade in Travel and Tourism

- Explain to the learner the meaning of global trade in travel and tourism.

- Today, tourism is a major source of income for many countries, and affects the economy of both the source and host countries, in some cases being of vital importance.

Countries that benefit from Tourism and travel

- a) South Africa
- b) Seychelles
- c) Mauritius
- d) Namibia
- e) Kenya
- f) Cape Verde
- g) Botswana
- h) Tanzania

- i) Rwanda
- j) Zambia

Economic importance of Tourism

- Guide the learners in stating and explaining the economic importance of travel and tourism.
- Sources of foreign exchange earnings
- Employment Opportunities
- Sources of public as well as private income
- Cultural Exchange
- Publicity of nation

Advantages and disadvantages of a tourist industry

Activity 5.3

- Guide the learners in group to read and discuss the advantages and disadvantages listed in the paragraph on page 75

Activity 5.4

Guide the learners in groups and observe them discuss and share their discussion among the class on a tourism development plan for South Sudan.

Ways in which a country can develop its tourist industry

- Guide the learners in outlining the ways in which a country can develop its tourist industry.
This includes:
 - a. Building great roads, railway networks and airports
 - b. Aggressive tourism marketing strategies.
 - c. Grow domestic tourism.

- d. Introduce tax measures to stimulate sector.

The learners should be able to state areas that the South Sudan Government should improve to sustain tourism, the main being

- a. Improvement on transport and communication.
- b. Improve on security of the country.
- c. Forest conservation.s

Contrasting Tourist destinations

Activity 5.5

Guide the learner in discussing and contrasting tourist attraction between Kenya and South Sudan and appreciate the diversity of tourist interest.

Guide the learners in discussing ways in which countries respond to their own situations to develop their own advantages.

Activity 5.6

Ensure the learners give the correct answers to the questions.

Assessment of skills, abilities and attitudes

- i Written questions, tests, and quizzes should be set to test knowledge, comprehension, application and evaluation. This can be done by setting questions using the specific objectives.
- ii Knowledge- (a), (b), (c)
- iii Comprehension- (d)
- iv Application- (e), (f)
- v Acquisition of skills and development of a positive attitude can be assessed through participation in group discussions and co-operation during the field study.

Guidelines for exercises

- a. These exercises involve things that the learners should do. They should get answers to the questions asked from the research materials made available to them.
- b. Answers are available in the student's book while others should be obtained from the field during a field study.

UNIT 6: FORESTRY USE AND CONSERVATION

CONTENT MAP

Knowledge and understanding	<ul style="list-style-type: none">- Understand the importance and extent of the trade in forestry products.- Know the key natural resources in forestry and relate these to climate and geology.
Skills	<ul style="list-style-type: none">- Use a range of sources to investigate the effects of forestry.- Compare and contrast different forestry areas and practices.- Apply their knowledge to develop a plan.
Attitudes	<ul style="list-style-type: none">- Value and appreciate the need to maintain diversity in the environment.
Competencies	<p>Critical and creative thinking through investigating relationships and making predictions</p> <p>Co-operation and communication in working with the group and making presentations</p>
Key inquiry questions	<ol style="list-style-type: none">1. What is the importance and extent of trade in forestry products?2. What are the key natural resources in forestry?3. What are the negative effects of the forestry trade?4. How can it be developed sustainably?

UNIT 6: FORESTRY USE AND CONSERVATION

Understanding Forestry use and conservation

Teaching/ learning resources

- a. The students' book, unit 6.
- b. Other relevant reference books.
- c. Maps.
- d. The field.
- e. Photographs.
- f. Videos.

Specific Objectives

By the end of the topic the learner should be able to;

- State the importance and extent of trade in forestry products.
- Explain how forestry can be developed sustainably.
- Outline the key natural resources in forestry.
- State the negative effects of the forestry trade.

Detailed content

The learners should be able to:

- i Understand the importance and extent of the trade in forestry products.
- ii Know the key natural resources in forestry and relate these to climate and geology

Teaching/ learning activities

- a) At the beginning of the unit, the teacher should introduce the topic and explain the difference between forestry and forest as explained in the students' book.
- b) Ask the learners to attempt to give the meaning of forestry.

- c) You should then clearly define the term and give different versions.
- d) Describe what conservation is.

Many forests are mixed, meaning they have both broadleaf and coniferous trees. The eucalyptus forests of Australia are mixed forests, for instance. The evergreen eucalyptus trees are mixed with deciduous trees like beech.

Effects of forests on climate and underlying geology

Forests have great influence on the climate and geology of a place. **Climate** is the average weather in a place over many years. While the weather can change in just a few hours, climate takes hundreds, thousands, even millions of years to change. Geology on the other hand is the scientific study of the Earth, including the materials that it is made of, the physical and chemical processes that occur on its surface and in its interior, and the history of the planet and its life forms.

Various types of forests have various impacts and effects on forest. In the learners book the effects of boreal, temperate and tropical forests have been discussed.

Boreal forest.

About one third of the world's forest is boreal, and about half of the boreal forest is still largely unaffected by forestry and other human activities. The boreal forest has a heavy impact on the global climate through its effect on radiation balance and the carbon cycle. The boreal forest holds almost one third of the world's vegetation and soil carbon.

Temperate forest.

Temperate forest contribute to about 25% of the world's total forest cover. Temperate forests act as carbon sinks meaning that they hold rather than emit carbon. The interaction between temperate forests and climate is a complex issues which has been handled in the learner's book.

Tropical rainforest.

Forests, especially tropical forests, play an important role in global climate change. Tree biomass stores carbon through photosynthesis, so deforestation contributes

to carbon emissions. Tropical forests contain about 25% of the world's carbon, and other forest regions of the world add another 20% of the world's carbon. This implies that tropical rainforests have a great influence on the climate as discussed in the learners book.

Trade in forest products.

The forest products industry has vigorously opened up for global trade. Many emerging countries possess valued forests, aspire for more processing industry and employment, and seek added value to their raw materials. Increasing trade in forest products has supported economic growth and eradication of poverty in a number of emerging countries. But trading out of poverty has proven difficult and it has led to further marginalization and events of misconduct in some countries. Forests give man various products which are outlined in the learner's book and also the uses of the various products.

Sustainable use of forests.

Sustainable forestry, is the practice of regulating forest resources to meet the needs of society and industry while preserving the forest's health and also putting into consideration the needs of the future generation. Therefore, sustainable forest management is always looking to strike a balance between the demand for the forest's natural resources and the continuity of the forest.

Various strategies may be put in place in order to ensure forests are used sustainably. Learners to understand how sustainable use of forestry has been achieved in British Columbia and also Gabon.

Group discussion.

Arrange the students in sizeable groups and let them tackle the group discussion questions in the learner's book. Each student in the group should be able to use the knowledge they have acquired on forestry to enhance forestry in south Sudan by developing a plan for sustainable development along with tourist use and habitats for humans and also animals.

Answers.

1. A forest is a complex ecosystem consisting mainly of trees that buffer the earth and support a myriad of life forms.

Forestry is the science, art and practice of understanding, managing and using wisely the natural resources associated with, and derived from forest lands.

2. Tropical forests.

Temperate forests.

Boreal forest.

3. **Forest fires:** Each year, fires burn millions of hectares of forest worldwide. Fires are a part of nature but degraded forests are particularly vulnerable. These include heavily logged rainforests, forests on peat soils, or where forest fires have been suppressed for years allowing unnatural accumulation of vegetation that makes the fire burn more intensely. The resulting loss has wide-reaching consequences on biodiversity, climate, and the economy.

Illegal and unsustainable logging: Illegal logging occurs in all types of forests across all continents destroying nature and wildlife, taking away community livelihoods and distorting trade. Illegally harvested wood finds its way into major consumption markets, which further fuels the cycle.

Fuelwood harvesting: Over-harvesting for domestic use or for commercial trade in charcoal significantly damages forests.

Mining: The impact of mining on tropical forests is growing due to rising demand and high mineral prices. Mining projects are often accompanied by major infrastructure construction, such as roads, railway lines and power stations, putting further pressure on forests

Climate change: Forest loss is both a cause and an effect of our changing climate. Climate change can damage forests, for instance by drying out tropical rainforests and increasing fire damage in boreal forests. Inside forests, climate change is already harming biodiversity, a threat that is likely to increase.

Some benefits are outlined in the learner's book. Learners to add more benefits.

Deforestation is the permanent destruction of forests in order to make the land available for other uses. Some of its impacts include:

Loss of species that depend on the forest for survival.

Increased soil erosion since land is left bare.

Changes in water cycles since trees are important to the water cycle. They absorb rain fall and produce water vapor that is released into the atmosphere.

Deforestation leads to the lack of trees which allows a greater amount of greenhouse gases to be released into the atmosphere.

Attacks by pest

Illegal logging.

Prolonged drought leads to drying of some trees.

War.

Altitude has a great influence on temperature and rainfall. Low altitude areas have higher temperatures while high altitude areas have lower temperature, the rate of growth slows with decrease in temperature.

Aspect - windward slopes of mountains are usually wetter and therefore forests are denser than leeward slopes.

Precipitation - heavy precipitation throughout the year favors proper tree growth.

Temperature - for growth different plants require different amounts of warmth in areas with high temperatures and heavy rainfall plant growth is accelerated.

Soil - plants depend on soil for nutrients and anchorage. Soil extensities such as texture structure and acidity influence plant growth.

Human activities play a big role in influencing the distribution of natural forests.

Agriculture leads to depletion of forests.

Assessment of skills, abilities and attitudes

- i. Written questions, tests, and quizzes should be set to test knowledge, comprehension, application and evaluation. This can be done by setting questions using the specific objectives.
- ii. Knowledge- (a), (b), (c)
- iii. Comprehension- (d)
- iv. Application- (e), (f)
- v. Acquisition of skills and development of a positive attitude can be assessed through participation in group discussions and co-operation during the field study.

Guidelines for exercises

- i These exercises involve things that the learners should do. They should get answers to the questions asked from the research materials made available to them.
- ii Answers are available in the student's book while others should be obtained from the field during a field study.

UNIT 7: SOUTH EAST ASIA

CONTENT MAP

Knowledge and understanding	<ul style="list-style-type: none">• Understand the reasons for recent economic prosperity in South East Asia.• Know about the main products, communications and economic systems.
Skills	<ul style="list-style-type: none">• Use a range of sources to investigate factors that contribute to economic success.• Relate economic development to physical factors.• Compare and contrast different countries in the Area.• Make generalisations and identify patterns in the economies.
Attitudes	<ul style="list-style-type: none">• Value and appreciate the need for sustainable development.
Competencies	<p>Critical and creative thinking through considering ways in which tourism can be developed.</p> <p>Co-operation and communication in working with the group and making presentations.</p>
Key inquiry questions	<ol style="list-style-type: none">a. What has made South East Asia more important in the world?b. Why the area is so highly populated?c. What are the factors which enhanced its economic development?d. What are its main products?e. How does economic growth relate to physical factors?f. What is the area's position within the world economy? How can a country sustainably develop its tourist industry?g. What are the advantages and disadvantages of a tourist industry?

UNIT 7: SOUTH EAST ASIA

Understanding South East Asia

Notes for the teacher

- a. At the beginning of this unit, the teacher should introduce the topic by asking the students lead questions. Ask the learners to name the continents of the world.
- b. You should then clearly describe South East Asia.
- c. Outline the countries of S.E Asia and help them identify them on the map.
- d. Discuss the factors that contribute to development of South East Asia.
- e. Guide the learners through the class discussions and presentations.

Teaching/ learning resources

- a. The students' book, unit 7.
- b. Other relevant reference books.
- c. Maps.
- d. Internet.

Specific Objectives

By the end of the topic the learner should be able to;

- a. Describe the importance of South East Asia.
- b. List the countries of South East Asia.
- c. Identify the countries on a map.
- d. Describe the population of South East Asia.
- e. Outline the factors enhancing the development of South East Asia.
- f. List the products from South East Asia.

Detailed content

- i. The learners should be able to:
- ii. Describe the location of South East Asia.
- iii. Give a detailed description of the countries of South East Asia.
- iv. Give a detailed account of its population.
- v. Explain its development and the factors influencing it.

Teaching/ learning activities

- i. Exposing the learners to maps.
- ii. Explaining and discussing.
- iii. Group discussions and class presentation.
- iv. Making and taking notes by the learners.

South East Asia

- Introduce and guide the learners in stating the countries that make up South East Asia.

Southeast Asia or Southeastern Asia is a sub region of Asia, consisting of the countries that are geographically south of China, east of India, west of New Guinea and north of Australia.

Southeast Asia countries in the mainland region

Mainly, Southeast Asia consists of two geographic regions namely:

- a) Mainland Southeast Asia
- b) Maritime Southeast Asia

Mainland Southeast Asia

Mainland Southeast Asia is also historically known as Indochina it comprises of the following countries:

- Vietnam
- Laos
- Thailand
- Myanmar
- West Malaysia
- Cambodia

Maritime Southeast Asia

Maritime Southeast Asia is also historically known as the East Indies and Malay Archipelago, it comprises of the following countries:

- East Malaysia
- Singapore
- Indonesia
- Philippines
- East Timor
- Brunei
- Christmas Island
- Andaman
- Nicobar Island
- Cocos Islands

Importance of South East Asia

- Guide the learner in outlining the importance of South East Asia to the rest of the world.

South East Asia population

- Guide the learners by introducing the population of South East Asia.
- Guide the learner in stating the evidences that support that South East Asia has the largest population.

Factors enhancing South East Asia economic development

- Guide the learners in stating the factors that enhance South East Asia economic development, which may include:
 - i. Labour supply.
 - ii. Wages and unemployment.
 - iii. Strong leadership.
 - iv. Free market economics.
 - v. Education.
 - vi. Investment in infrastructure.

Main products from South East Asia

- Guide the learner in listing the main products from South East Asia.

The country's main products include:

- Oil and gas.
- Electrical appliances.
- Plywood.
- Rubber.
- Textiles.

Position of the South East Asia

- Guide the learners in understanding the main position of South East Asia.

Activity 7.1

- Guide the learner in studying the learner in studying the map and identifying the position of the South East Asia.

Activity 7.2

- Ensure the learners provide the correct answers for the given questions.

Assessment of skills, abilities and attitudes

- Written questions, tests, and quizzes should be set to test knowledge, comprehension, application and evaluation. This can be done by setting questions using the specific objectives.
- Knowledge- (a), (b), (c)
- Comprehension- (d)
- Application- (e), (f)
- Acquisition of skills and development of a positive attitude can be assessed through participation in group discussions and co-operation during the field study.

Guidelines for exercises

- These exercises involve things that the learners should do. They should get answers to the questions asked from the research materials made available to them.
- Answers are available in the student's book while others should be obtained from the field during a field study.

UNIT 8: RURAL ECONOMY IN AFRICA

CONTENT MAP

Knowledge and understanding	<ul style="list-style-type: none">• Explain land tenure system and the politics behind rural economies.• Explain agrarian social structure.• Understand the importance of agro -ecological knowledge for effective participation in rural economy.• Mention the factors that sustain rural economy and transition from rural to market urban economies.• Understand the important roles played by women in rural economy.
Skills	<ul style="list-style-type: none">• Analyze the factors that influence land tenure and agrarian social structure.• Explain the factors that sustain rural economy.• Analyze the politics behind rural economy.• Relate farmer's agro-ecological knowledge to improvement of the rural economy.
Attitudes	<ul style="list-style-type: none">• Appreciate the importance of rural economy.
Competencies	<ul style="list-style-type: none">• Critical thinking through the evaluation of evidence.• Communication in making presentations.• Co-operation in working in groups.
Key inquiry questions	<ul style="list-style-type: none">• What do you understand by land tenure system and agrarian social structure?• Why is agro-ecological knowledge of the rural farmers important for their. Participation in rural economy?• What are the factors that sustain rural economy?• What are the politics behind rural economy?• What are the important roles of women in rural economy?

UNIT 8: RURAL ECONOMY IN AFRICA

Understanding Rural economy in Africa

Notes for the teacher

- a. The teacher should define the new terminologies. Ask the learners to come up with relevant examples you then clearly describe the rural economy in Africa.
- b. Outline the different categories of land tenure.
- c. Describe the agrarian social structure.
- d. Explain the role of women in rural economy.
- e. Guide the learners through class discussions and presentations.

Teaching/ learning resources

- a. The students' book, unit 8.
- b. Other relevant reference books.
- c. The field.
- d. Photographs.
- e. Videos.
- f. Internet.

Specific Objectives;

By the end of the topic the learner should be able to;

- a. Define land tenure.
- b. Outline the categories of land tenure.
- c. Define the agrarian social structure.
- d. Define agro- ecological knowledge and its importance.
- e. Describe the role of women in rural economy.

Detailed content

The learners should be able to:

- i. Define land tenure. Allow the students to give their different definitions.
- ii. Describe the different categories of land tenure, give relevant examples.
- iii. Give a clear definition of agrarian social structure.
- iv. Describe the role of women in rural economy.

Teaching/ learning activities

- i. Exposing the learners to the new terminologies.
- ii. Explaining and discussing.
- iii. Group discussions and class presentation.
- iv. Making and taking notes by the learners.

Rural economy in Africa

The rural economy in Africa holds significant potential for creating decent and productive jobs and contributing to sustainable development and economic growth. It accounts for a significant share of employment and output in many developing countries but is widely characterized by severe decent work deficits and poverty, hosting nearly 80 per cent of the world's poor.

Land tenure

- Guide the learners in defining land tenure

Land tenure is the relationship, whether legally or customarily defined, among people, as individuals or groups, with respect to land.

The Rules of tenure define how property rights to land are to be allocated within societies.

They also define how access is granted to rights to use, control, and transfer land, as well as associated responsibilities and restraints.

In simple terms, land tenure systems determine who can use what resources for how long, and under what conditions.

Land Tenure intersecting interests

- Guide the learner in stating the land tenure intersecting interests

These include:

- a. Overriding interests.
- b. Overlapping interests.
- c. Complementary interests.
- d. Competing interests.

Activity 8.1

- Observe the learners define land tenure.
- Guide the learners in groups to discuss the categories of land tenure and share it with the class.

Agrarian social structure

- Guide the learner in stating what agrarian social structure is.

Agrarian social structure refers to the political movement in favour of change in conditions of propriety in land.

Activity 8.2

- Guide the learners in discussing the factors that sustain rural economy.

Agro-ecological knowledge

- Guide the learner in understanding the meaning of Agro-ecological knowledge.

This is the knowledge applied to agricultural production systems.

Importance of Agro-ecological knowledge for effective participation in rural economy

- Guide the learner in stating out the Importance of Agro-ecological knowledge for effective participation in rural economy.

Activity 8.3

- Guide the learners in discussing the importance of Agro-ecological knowledge of the rural farmers.

Important roles played by women in rural economy

- Guide the learners in stating the important roles played by women.

The important role in farming which includes:

a. Food production

Current literature provides ample evidence of the assertion that women in Africa play a major role in the small-scale agricultural production of crops for home consumption and for sale purposes.

b. Pre-planting activities

Women are involved in many pre-planting activities, such as felling trees, levelling the soil with their hands and applying fertiliser.

c. Harvesting and food handling activities

All women carry out almost all the harvesting and food-handling activities, such as winnowing, threshing and carrying produce.

d. Food processing and marketing

Women produce most of the food that is consumed in African homes. In addition to production, they prepare practically all of the food for the table and they play a major role in the harvesting and storage of the crops that they work so hard to produce.

Activity 8.4

Guide the learners in discussing the important role played by women in rural economy of South Sudan.

Assessment of skills, abilities and attitudes

- i. Written questions, tests, and quizzes should be set to test knowledge, comprehension, application and evaluation. This can be done by setting questions using the specific objectives.
- ii. Knowledge- (a), (b), (c)
- iii. Comprehension- (d)
- iv. Application- (e), (f)
- v. Acquisition of skills and development of a positive attitude can be assessed through participation in group discussions and co-operation during the field study.

Guidelines for exercises

- iii. These exercises involve things that the learners should do. They should get answers to the questions asked from the research materials made available to them.
- iv. Answers are available in the student's book while others should be obtained from the field during a field study.

