



South Sudan

# Primary Social Studies 1

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

The book comprehensively covers the Primary 1 syllabus as developed by **Ministry of General Education and Instruction.**

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

The **Pupil's Books** provide:

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



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

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# Primary Social Studies 1

Pupil's Book



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South Sudan

PRIMARY

1

# Social Studies

## Pupil's Book 1

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## FOREWORD

I am delighted to present to you this textbook, 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 textbook 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 and school textbooks 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 and the new textbooks. 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 previous role as the Undersecretary of the Ministry, 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**

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## UNIT 1

## Now and then

### Keywords

My name - a word you are known by.

**Boy** – a young male.

**Girl** – a young female.

**Parent** – your mother or father.

**Sibling** – your brother or sister.

**Grandmother** – the mother of your mother or father.

**Grandfather** – the father of your mother or father.

**Grandparents** – the father of your father or mother.

**Aunt** – the sister of your mother or father.

**Uncle** – the brother of your mother or father.

### Activity 1

### Members of our family

#### Keywords

My name, boy, girl

My name is Okot.

I am a boy.



### Pair work

Tell your friend your name.

Are you a boy or a girl?

### Keywords

Mother, father, parents

My mother is called Alea.

My father is called Andiek.





**Group work**

Te

ans

**Keywords**

Br

I

My

My

**Look at the picture below.**



### **Pair work**

Do you have a brother or a sister?  
Tell your friend their names.

### **Time to draw**

Draw and colour your family members.  
Write the names of your family members if you can.  
Hang the picture at the learning corner.

## Activity 2

How has your family changed over time?

### Keywords

Grandmother, Grandfather,  
Grandparents

Here are my **grandparents**.

My **grandmother** is called Cucu.

My **grandfather** is called Ladu.



## Pair work

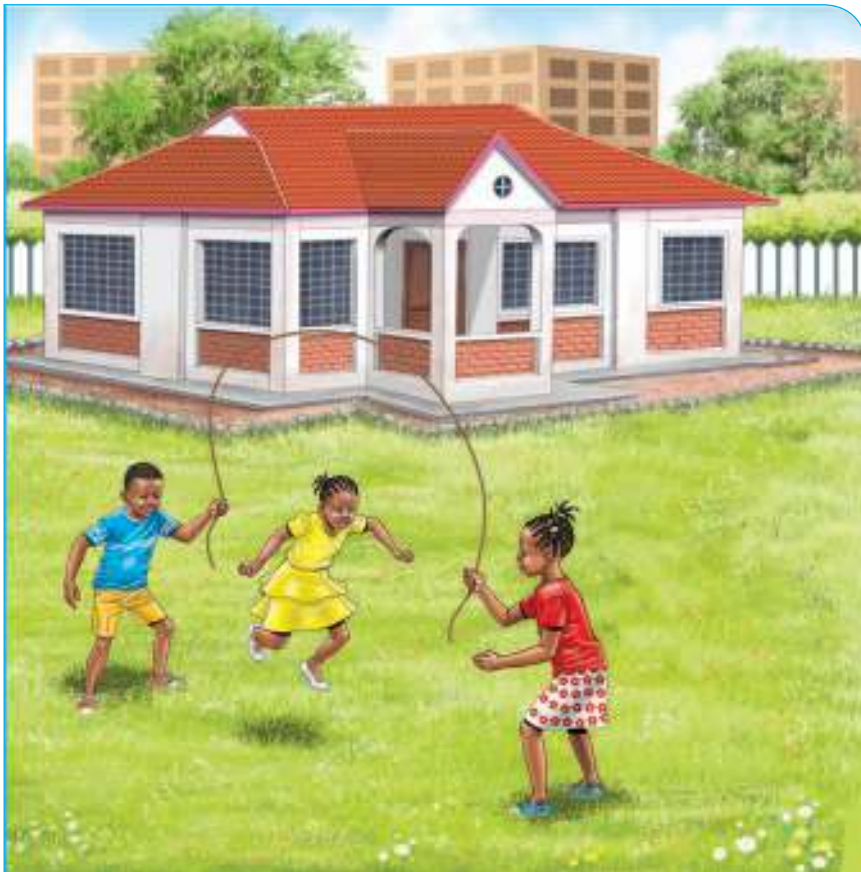
Tell your friend the names of your grandmother and grandfather.

## Time to model

Model your grandmother and grandfather.

I have **cousins**

I play with **mgousins**.



## Individual work

Write down the names of your cousins.

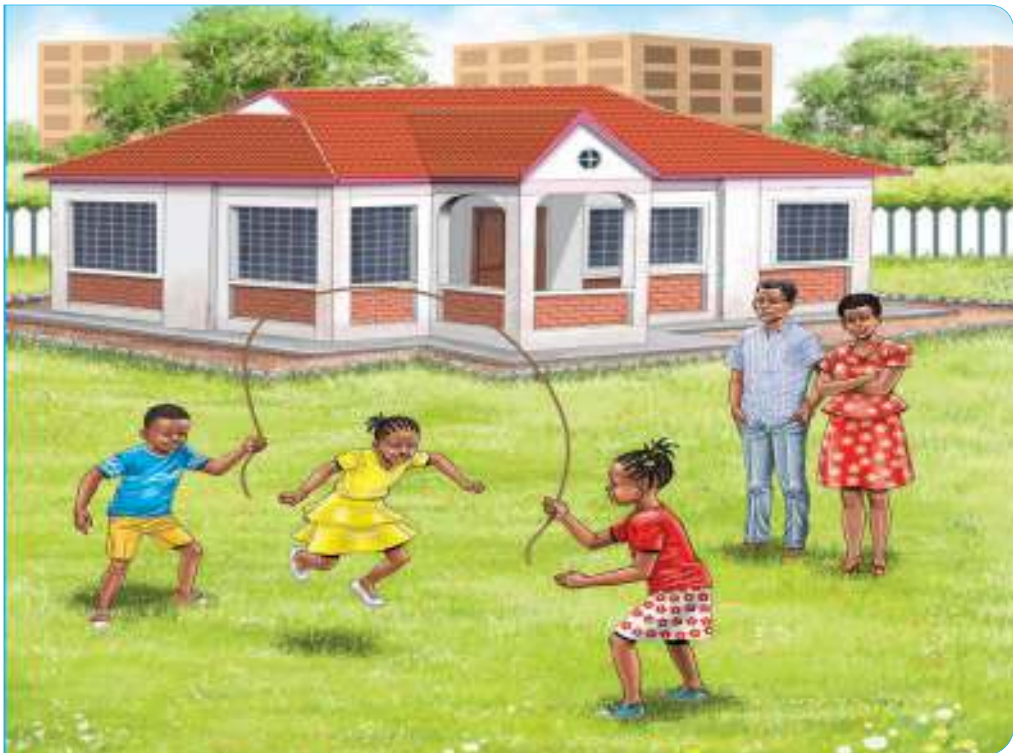
What do you do with your cousins?

### Keywords

Aunt, Uncle

This is my uncle and aunt.

They watch us play.



## Group work

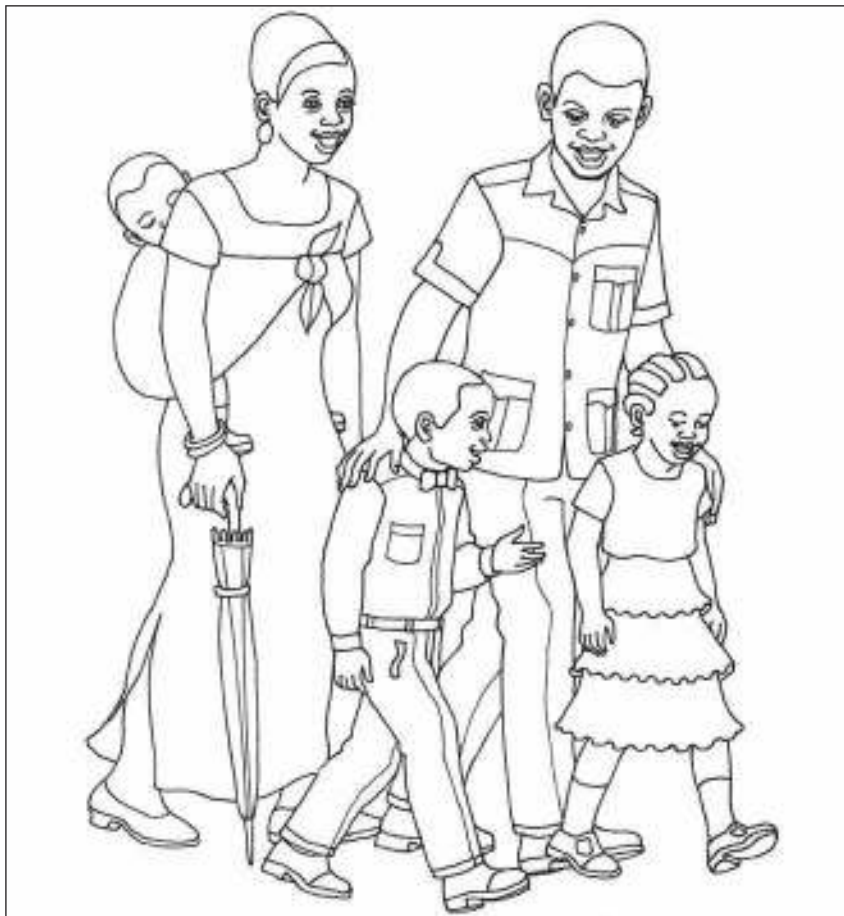
Tell your friends the names of your uncles and aunts.

## Time to sing

Sing a song about your family in your mother tongue.

## Time to colour

Colour the picture below.

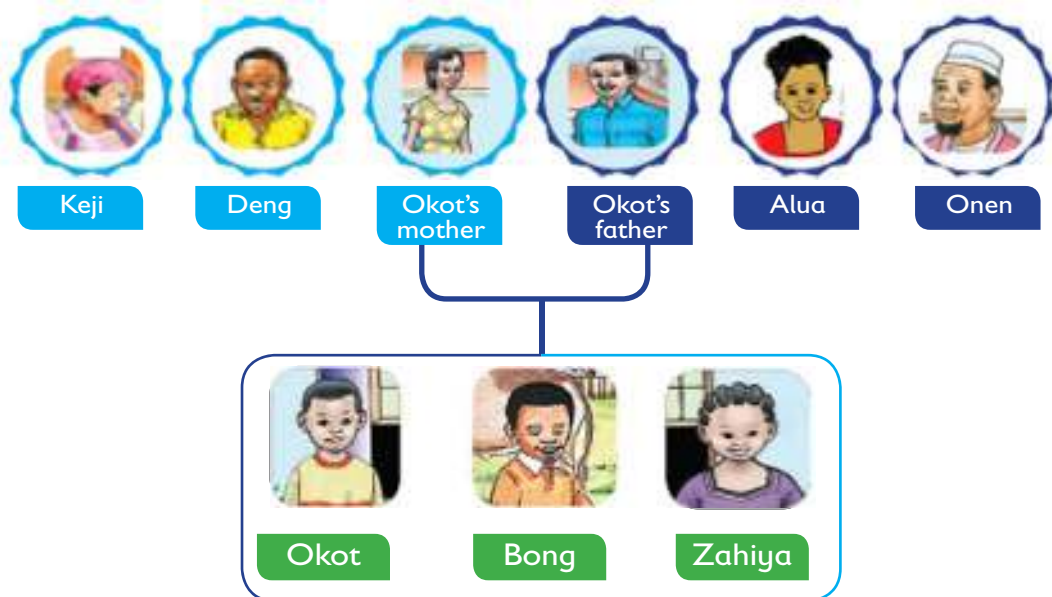


Tell your friend the people in the picture above.

## Homework

1. Ask your parents or guardians to tell you how your family has changed over time.
2. Do you live together with your extended family?
3. Tell your teacher why some of your extended family members live far away.

Look at the family tree below.



## Activity 3

## Family history

### Keywords

History, ancestors

### Pair work

Look at these pictures with your friend.

1.





2.



Tell your teacher the difference between **picture 1** and **2**.

Identify the people who are not in **picture 1**.

Draw arrows to join the people in the picture according to the way they are related.



## Homework

Ask your parents or guardians to tell you some of the family members who were there but are no longer there.

### Other things that can be used to tell family history

Look at the following pictures.

They show some of the changes in a family.

1.



2.



## Group work

Write down the things you can see in **picture 1**.

What things are in **picture 2** that are not in **picture 1**?

## Homework

1. Ask your parents or guardians to tell you some of the things they used to have in the past.
2. Tell your friends in class what your parents or guardians told you.

## Work to do

Choose the correct answer from the brackets to answer the following questions.

1. I am the father of your father. How should you call me? (**Uncle, Grandfather**)



2. I am the sister to your mother. How should you call me? (**Aunt, Uncle**)



3. The people who are related to us are called \_\_\_\_.  
(relatives, neighbours)
4. My great grandparents died before I was born.  
What is the name given to those people who died  
before we were born? (Ancestors, Siblings)

#### Activity 4

#### Roles of family members

#### Keywords

Role, traditional, help

#### Pair work

Look at the following pictures.



**C****D**

What are the people in the pictures above doing?

### **Class work**

1. Tell your teacher how you help your parents at home.
2. Tell your friend some of the roles carried out by your mother.

### **Read Aloud**

We should help our parents in washing dishes, looking after cattle and taking care of our young brothers and sisters.

Parents give us food and pay our school fees.

Match each person with the activity he or she is doing in the pictures below.

**A**



Mopping the house

**B**



Cooking

**C**



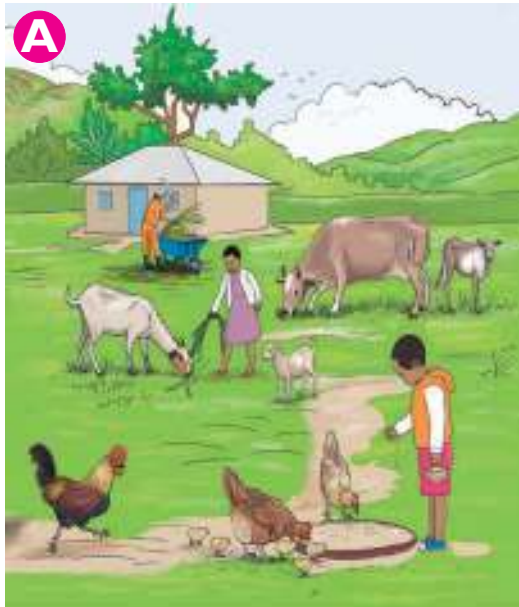
Trimming the fence

**D**



Washing clothes

Look at the following pictures.



### Pair work

Identify the family members in the pictures above.

Tell your friend the role that each family member is doing in the pictures above.

### Time to draw

Draw your parents or guardians doing one of his or her role.

Exchange your picture with your friend.

Ask your friend to tell you what your parent or guardian is doing.

## Activity 5

## Objects found at home

### Keywords

Object, modern, share

Look at the following pictures.





## Pair work

1. Name the objects you see in the pictures on page 18.
2. What are the names of the traditional objects in your mother tongue?
3. Tick under the objects you share at home.
4. Tell your friend the things you see at home.
5. Tick all the traditional objects.

Write down the names of the objects below.

**A**



\_\_\_\_\_

**B**



\_\_\_\_\_

**C**



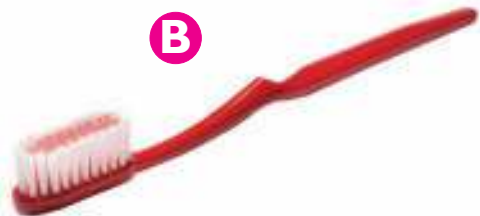
\_\_\_\_\_

## Learning point

There are different things found in our homes.  
These things are modern and also traditional.  
We should share what we have at home.

## Group work

Look at these pictures.



Tell your friends the names of the objects in the pictures above.

Tick under the things that you share at home.

## Activity 6

## Objects found at school

### Keywords

Class, duster, desk, chalk

The following pictures show some of the things found at school.



### Pair work

1. Identify the things in the pictures above.
2. Look around your class.

Tell your friend the things that are found in your class.

## Group work

Look at these pictures.

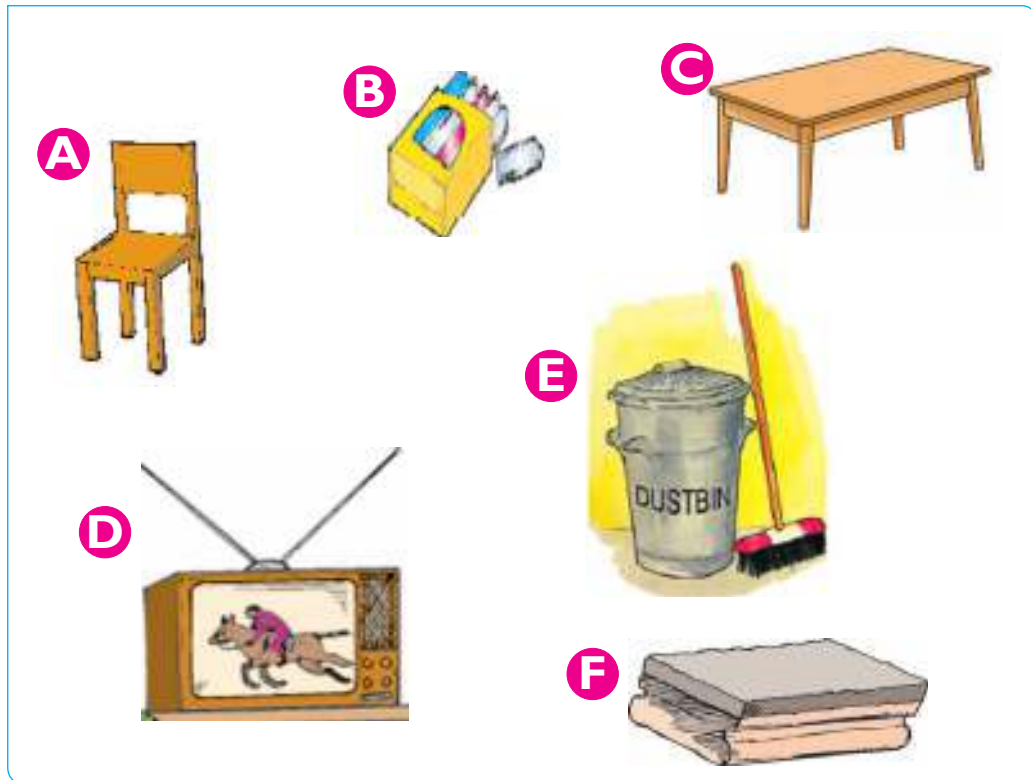


Tell your friends what you see in **picture 1** and **picture.2**

What is the difference between **picture 1** and **picture.2**

## Individual work

Look at the pictures below.



Circle the objects that are found both at home and at school.

Write down the names of the objects in the pictures above that are found both at home and at school.

## Work to do

1. Match the following pictures with their correct names.

<p><b>A</b></p> 	<p>Traditional broom</p>
<p><b>B</b></p> 	<p>Chalk</p>
<p><b>C</b></p> 	<p>Desk</p>

Choose the correct answer from the brackets to fill in the dashes.

- Your brothers and sisters are also called \_\_\_\_\_. (sisters, brother, siblings)
- What name do you call children of your aunt? \_\_\_\_\_ (Cousins, Uncle)
- We should \_\_\_\_\_ our parent with home duties. (help, disobey)

## UNIT 2

## Where we live

### Keywords

**Neighbourhood** – the area near us.

**Village** – a group of people living in the same place.

**Protect** – keep safe from harm or injury.

**Physical Feature** – that which appears on the earth surface.

**Man-made** – anything made by man.

**Natural** - anything created by God.

**Economic** - anything relating to trade and money.

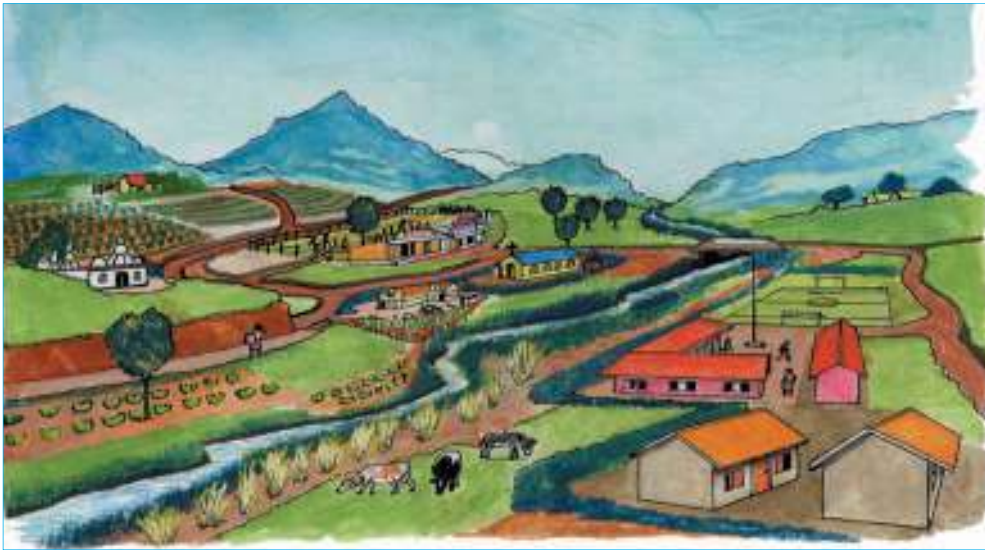
### Activity 1

### Features around us

#### Keywords

Features, physical

Look at the following picture.



### Pair work

Tell your friend what you see in the picture above.

### Class activity

Go outside the classroom.

Observe the things around your school.

Tell your teacher what you can see around your school.

### Learning point

The things that are around us are called **physical features**.

They can be stones, trees, buildings, farms or posts.



**Time to draw**

Draw one feature that is near your class and colour it. Write its name below it.

**Activity 2**

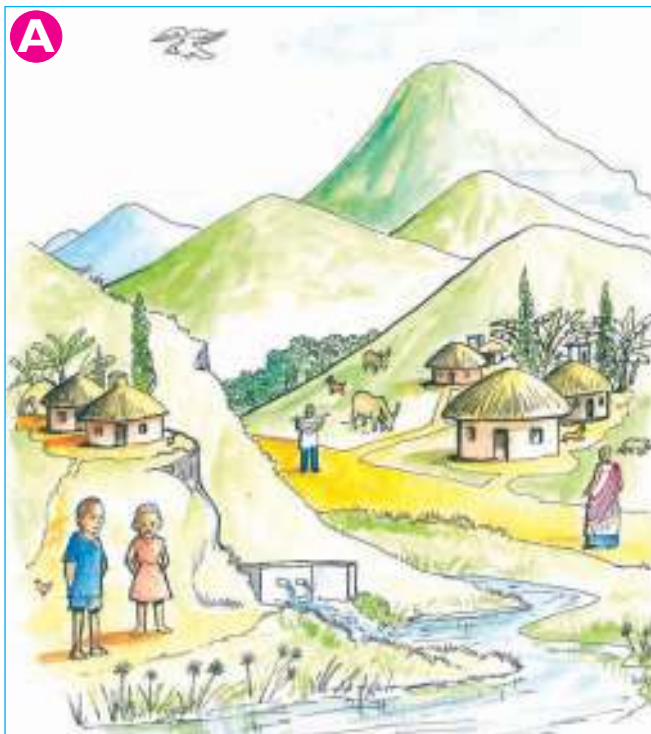
**Features in the neighbourhood**

**Keyword**

Neighbourhood

**Pair work**

Look at the picture below.



Tell your friend what you see in the picture above. Name the features that you see in the picture above.

Look at the picture below.



### Group work

Tell your group the features you see in the picture above.

Do you like what you see in the picture? Tell your friends why.

Tell your group members what you can do to make **picture B** beautiful.

Where would you like to live? In **picture A** or in **Picture B**?

Keyword

Protect

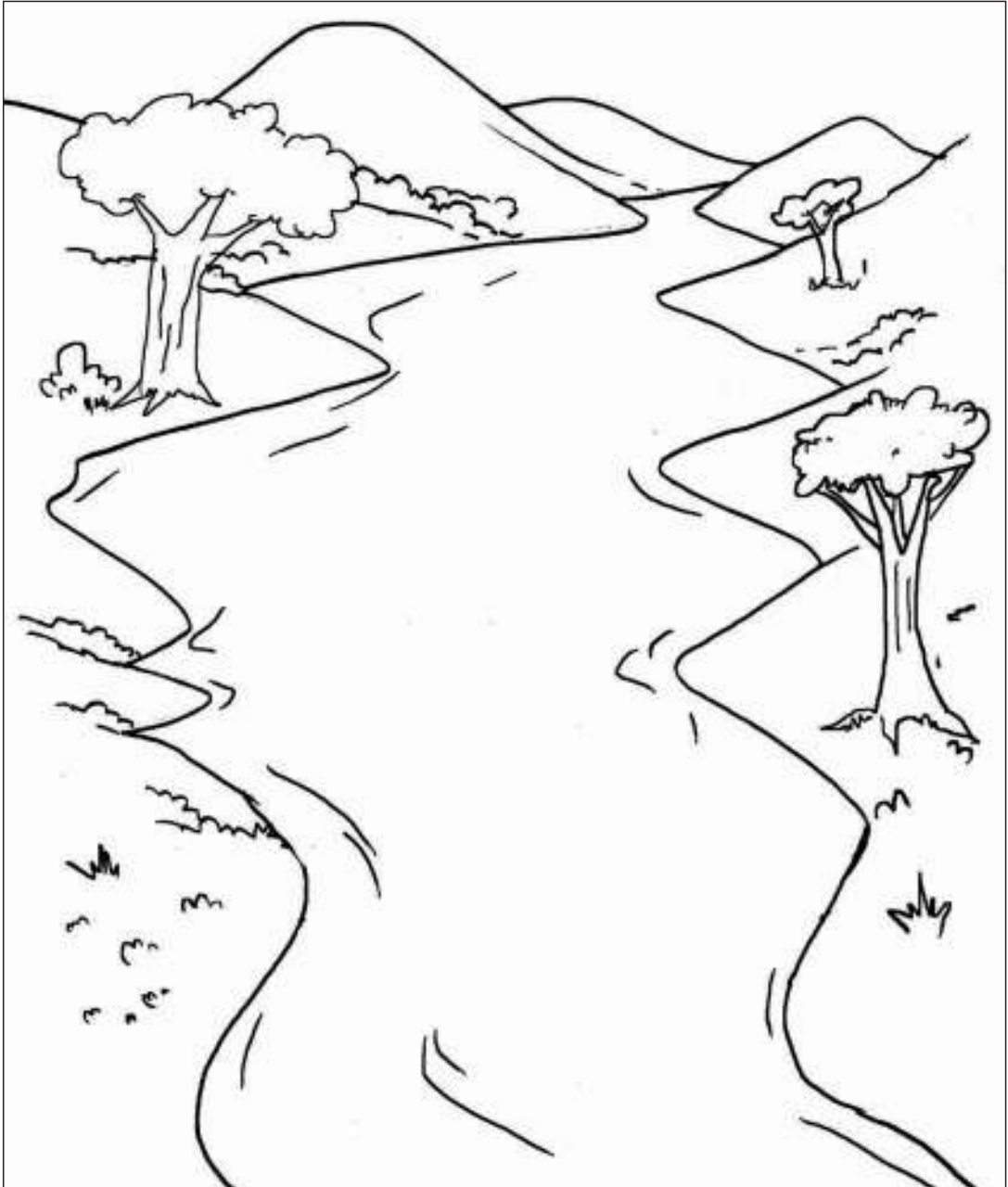
Look at the pictures below.



Tell your friend what the children are doing.  
Have you ever done any of the activities shown above?  
Tell your friend which one.

**Time to colour**

Colour the picture below.

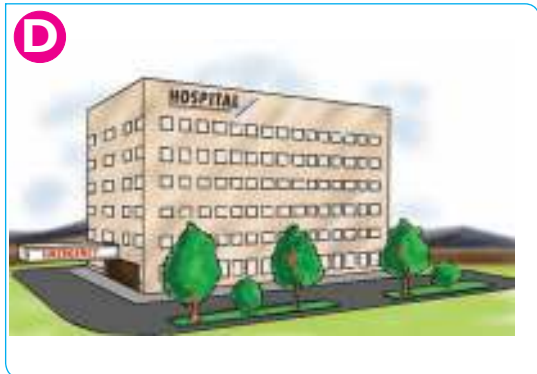
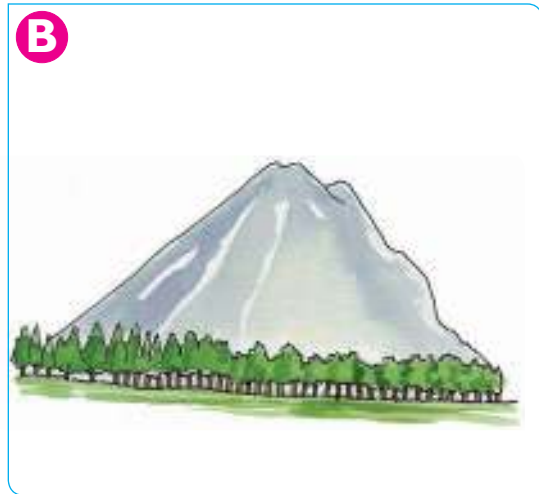
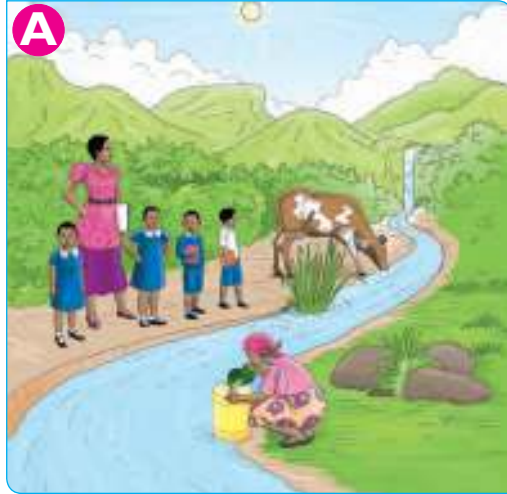


Use green, brown and blue colours to colour.

## Learning Activity

Look at the following pictures.

They show types of physical features.



### Pair work

Tell your friend the names of the features above.  
Write their names if you can.

Look at the pictures below.



### Group work

Tell your friends the features you see in the pictures above.

Are the features the same?

Have you ever seen any of these features? Which one?

Tell your teacher where you see these features.

Use a tick (✓) to show the activities that keep the environment clean and (✗) to show those that do not.

Collecting litter	
Throwing papers everywhere	
Sweeping leaves from the compound	
Sleeping in a dirty house	
Cutting trees	
Treating water	
Planting trees	

### *Time to plant*

With the help of your teacher, plant a tree in your school garden.

Take care of your tree until it grows big!

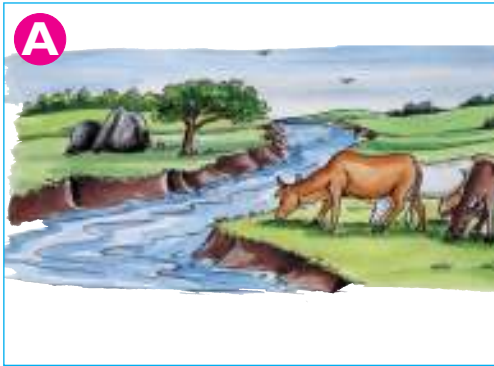
### *Activity 4*

### *Natural features*

#### **Keywords**

Natural, manmade

Look at the following pictures.



### Group work

Tell each other the features shown in the pictures above.

Who made these features?

Tell your teacher why we need these features.

### Learning point

There are two types of physical features.

We have **natural features** and **man-made features**.

**Natural features** are all the features made by God.

They include rivers, lakes, mountains, hills, forests and swamps.



## Activity 5

## Features made by people

Look at the pictures below.



## Pair work

Name the features you see in the pictures above.

Tell you friend the importance of each feature shown above.

Who made the features shown above?

## Learning point

Features that are made by people are called **man-made features**.

They include buildings, roads and some forests.

## Time to draw

Draw one feature and colour it.  
Show your friend what you drew.

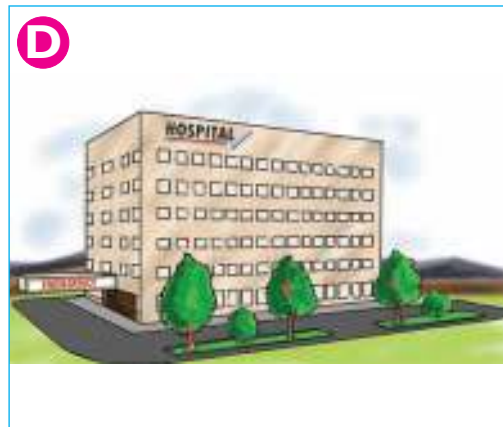
## Activity 6

## Economic features

### Keywords

Economic, activity

Look at the pictures below.



### Group work

Tell your friend the names of economic features shown in the pictures above.

Identify the economic activity that takes place at the economic features shown above.

Who made the features shown in the pictures above?

Tell your teacher why we need these features.

## UNIT 3

# Exploring our world

### Keywords

**Explore** – to search and discover.

**Map** – a drawing of the earth surface or part of the earth surface.

**Direction** – the position towards which something or someone faces.

**Locate** – discover the place where something or someone is at.

### Activity 1

### Exploring different maps

#### Keywords

Map, explore

Look at the following picture.



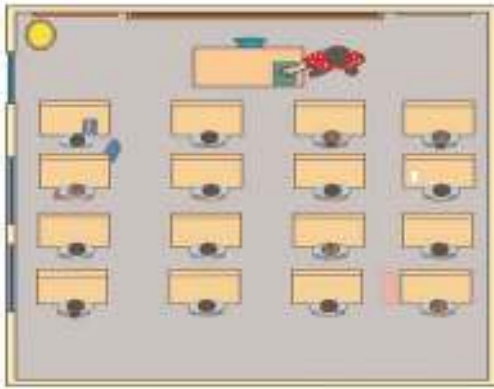
**Pair work**

Tell your friend what you see in the picture above.  
Tell your friend the different features in the picture above.

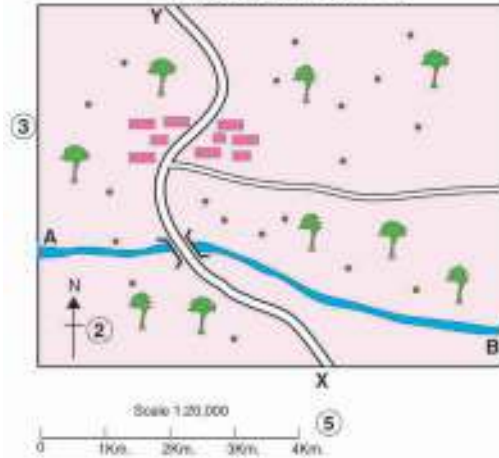
Look at the pictures below.

**Group work**

**A** A map of a class



**B** A MAP OF A MARKET ①



**C**



Tell each other the places that the maps above represent.

## Learning point

A **map** is a representation of a place.

Look at the pictures below.



Tick under all the maps in the pictures above.

## Activity 2

## Elements of a good map

### Keywords

Map, elements, key,  
title, frame

Look at these pictures with your friend.



### Individual work

Name the features in the map and in the picture.

Tell your friend what is in the map and is not in the picture.

### Time to draw

Match the things that are in the picture with what is in the map.

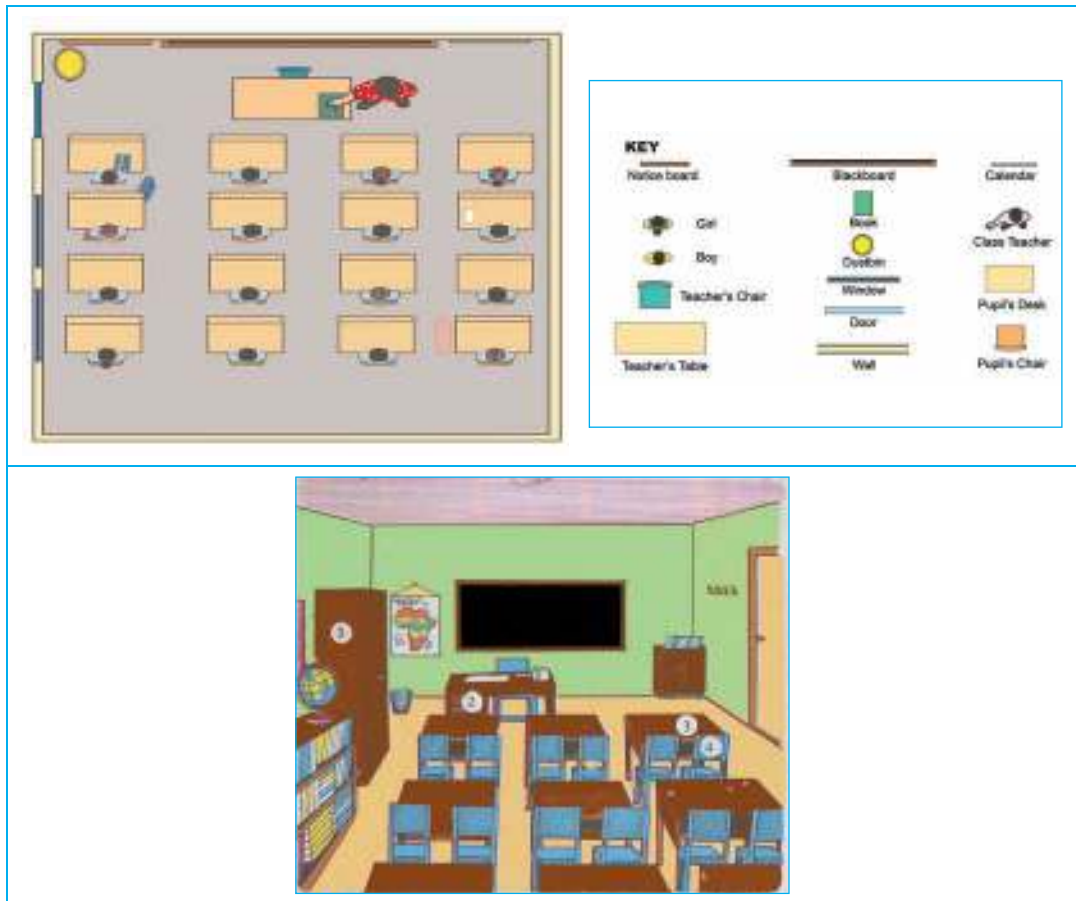


## Learning point

Real things are represented on a map using **symbols**.

## The Key

Look at these pictures.



## Pair work

With your friend, draw all the symbols you see in the map above.

Tell your teacher what they represent.

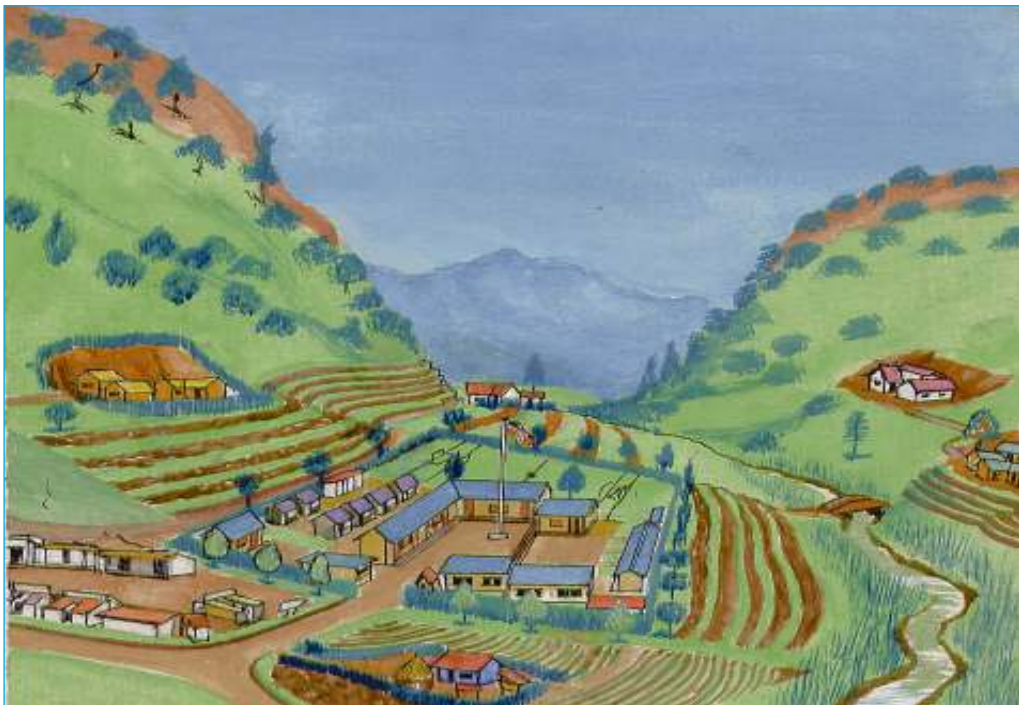
## *Time to draw*

Draw a map of your class.

Tell your friends the symbols you have used in your map.

## **Title and frame**

**Look at this map.**



## *Pair work*

Tell your friend the name of the map.

## The compass

Look at this picture.



### Group work

Tell your group members the name of the thing in the picture above.

Where did you see it?

Tell your friends what it is used for.

### Class activity

Take a walk outside in the morning.

Point to the side in which the sun rises.

Point to the side in which the sun sets.

Name the side which the sun rises from as East.

With your friend, lay down with your head facing the sun and spread your hands.

Now it is your turn to lie down.

Your friend is going to name one of your hands North and the other South.

### **Pair work**

With your friend, take the map you drew.

Give it a name and put it in a frame.

Draw a compass.

Draw the symbols you used in the map and write what they represent.

### **Activity 3**

### *Locating places on a map*



#### **Keywords**

Locate, place

### **Class activity**

Nature walk.

Now take a walk outside the class with your friends.

Identify the features around your school.

## Group work

Tell your friends where your blackboard is located.  
Where is your friend seated?

**Look at this picture.**



Tell your friends where the toilets are from the classroom.

Tell your teacher the location of other places in the maps.

## Time to draw

With your friends, draw a map of your school.

Tell your teacher where different features in your school are located.

Tell your friends where the headteacher's office is from your class.

**Activity 4**

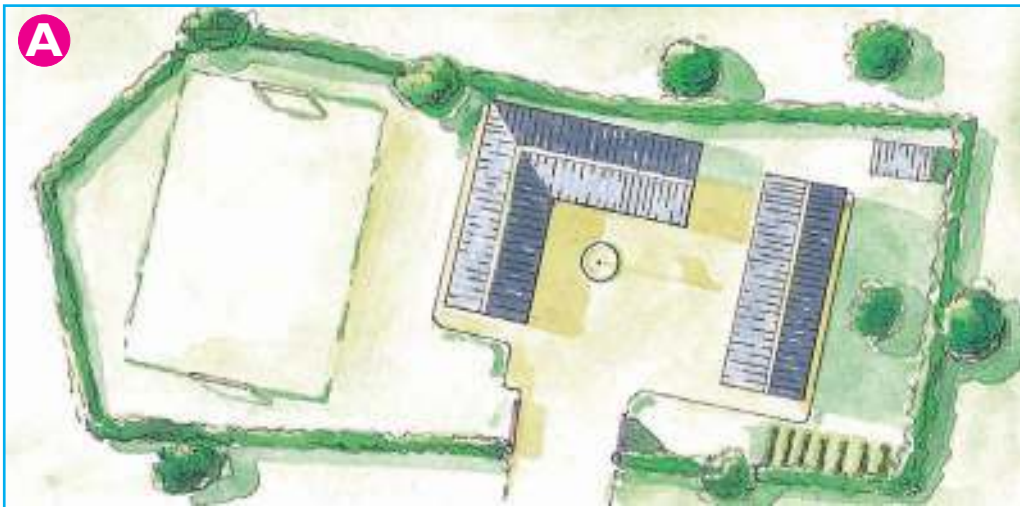
*Telling changes in a place through a map*

**Keywords**

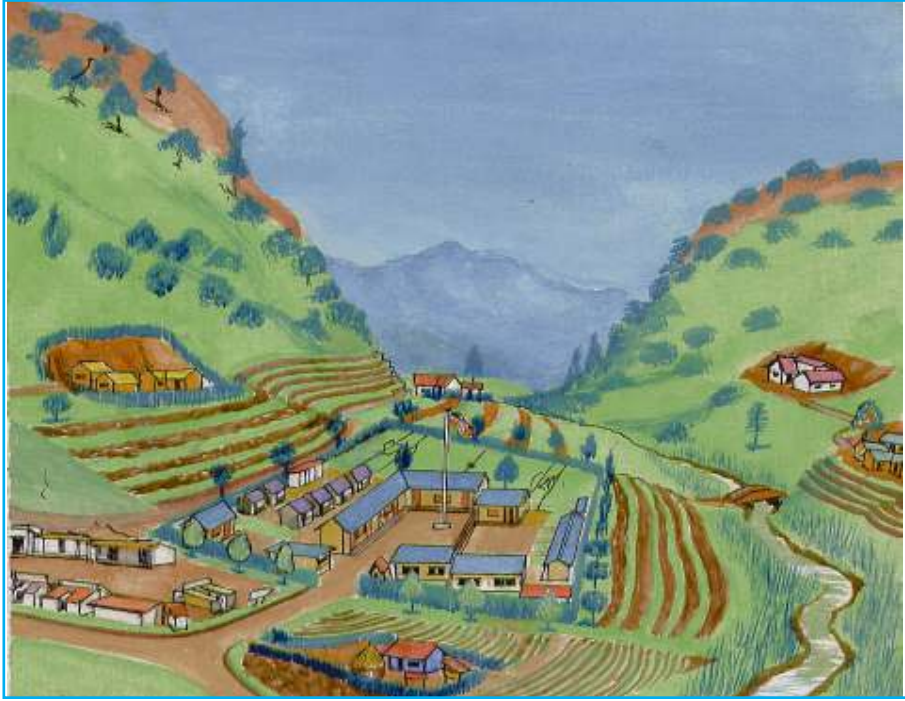
Locate, place

What has changed in your area over time?

**Look at the pictures on pages 48 and 49.**



**B**



### **Pair work**

Tell your friend what has changed in the area shown in the pictures above.

**Keywords**

**Job** – a piece of work.

**Communi** – a group of people living in the same place.

**Hel** – give assistance.

**Duti** – tasks that one is expected to do.

**Pretend** – to behave like something is true when it is not.

**Activity 1***People in our community***Keywords**

Jobs, community, help, duties



What jobs do people do in our community?  
Here are some pictures to help you.



### Pair work

Tell your friend the jobs that the people in the pictures above are doing.

Are there other jobs that you know about?

Tell your friend about them.

### *Time to draw*

Draw two pictures of different jobs that you like.  
Write and label for your pictures if you can.  
Tell your friend why you like the jobs you have drawn.

### *Group work*

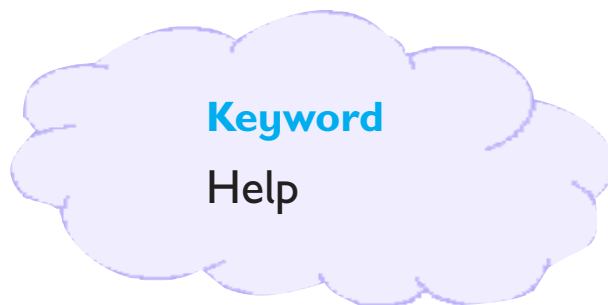
Take turns to show your pictures to your group.  
Tell them why you like the jobs you have drawn.

### *Homework*

Talk to your parents or guardians about the jobs that people do.  
Tell your group when you come back to school.

### *Activity 2*

### *People who help us*



Who are the people who help us?

Look at the pictures below.

**A**



**B**



### **Pair work**

Tell your friend who the people in the pictures are.  
What are they doing?  
Tell your teacher all the other people that help us.

### **Time to draw**

Draw three pictures of some people who help us.  
Write a label for your pictures if you can.

### **Group work**

Take turns in showing one of your pictures to the group.  
Let your friends tell you how the people in your pictures help us.

### **Homework**

Ask your parents or guardians about the people who help you in your area.  
Tell your group when you come back to school.

**Activity 3****What I would like to do****Keyword**

Pretend

Did you find out more about the people who help us?  
Tell your group about what you out found.

**Pair work**

What job do you want to do when you grow up? Take turns to tell your friend.

Tell your friend why you would like to do that job.

**Time to sing**

Can you think of some songs about the jobs people do?

Your teacher will help you.

Sing the songs in class.



Perhaps you could make up your own song.  
Enjoy your singing!

#### *Activity 4*

#### *Home and School*

#### **Keyword**

Home, school

Look at the drawings you have made of people who help us.

Who helps us at school?

Who helps us when we are not at school?

### Pair work

Talk about people who helps us at school and those who helps us when we are not at school.

Sort your drawings into two sets.

Tell your group what you have done.



### Group work

Who are the people in the pictures above?

Take turns to tell each other where people help us. Is it at school or is it at home?

Choose one person who helps us.

Explain to your group how they help us.

## Activity 5

## Role play

Pretend that you are one of the people who help us.  
What will you do and say?

See if the rest of your group can guess who you are  
pretending to be.

## Group work

Take turns to pretend to be doing a job.

See if your group can guess what job you are doing.

Can you guess what they are doing?



What are the children in the pictures above pretending  
to be?



**Keyword**

Duties

How do you help at home and at school?  
Do you have duties?



**Pair work**

What is the boy doing in the picture above?  
What duties do you have at home?



Tell your friend what the children in the picture above are doing.

What duties do you have at school?

### *Time to draw*

Draw pictures of two duties that you enjoy doing at home.

Draw a picture of one duty that you do at school.

### *Group work*

Take turns in showing your pictures to the group.

Can they guess what you are doing?

## Activity 7

## Talking to a visitor

### Keywords

Features, physical

Your teacher will ask a visitor to talk to you about their job.



### Pair work

What will you ask the visitor?

After the visit. What did the visitor tell you?

**Time to draw**

Draw pictures of the visitor at work.

**The visitor's day.**

**Pair work**

What is happening in these pictures?



*Time to draw*

Now draw your own series of pictures to show the visitor's day.

## UNIT 5

# Problem solving

### Keywords

**Protect** – keep safe from harm.

**Safe** – free from harm.

**Thief** – a person who steal other people's things.

**Dangerous** – able to cause harm or injury.

**Hurt** – to feel pain or injure someone.

**Fight** – to use force to defeat another person.

### Activity 1

### *Making the community safer*

#### Keywords

Protect, safe, thief

Read the story below.

Our home is near the road. Thieves used to steal our chicken. My father fenced our home. I got a dog to help us chase the thieves. The dog is so harsh and always barks when someone breaks into our home. Since then, our chicken are safe.

### Pair work

1. Who used to steal chicken?
2. What did the father do to save the chicken?
3. Tell your teacher what you would do if you caught the thieves.

### Learning point

Thieves steal what does not belong to them.

We should always protect our things from thieves.

### Group work

With the help of your teacher, write the following sentences on flashcards.

1. We should write our names on our books.
2. We should report lost items to the teacher.
3. We should always protect our things.
4. We should always report thieves to the police.

Read the flashcards loudly in front of your class.

## Homework

Ask your parents or guardians how they protect their things at home.

Report what your parents told you when you come back to school.

## Activity 2

### Dangerous objects at home and at school

#### Keywords

Dangerous, hurt, harm, safe

Look at these pictures.

**A**



**B**



**C**



**D**





## Pair work

1. Tell your friend what the children are doing in each picture above.
2. What will happen if the children are not stopped from doing what they are doing?
3. Take turns in telling your group ways of keeping safe at school.

## Group work

Look at the pictures below with your friends.



Tell your friends a story from the pictures above.

Listen to the story your teacher is going to read to you.

Who said the right story?

Tell your friends what could have made the child fall down.

### **Fun point**

**Sing this song.**

*Sing one song about keeping safe.*

*You can compose your own song.*

### **Group work**

**Read the conversation below.**

**Adek:** Good afternoon Maluach.

**Deng:** Good afternoon Adek.

**Adek:** Why do you look sad?

**Deng:** I have lost my new English book.

**Adek:** Had you written your name on it?

**Deng:** Yes my mother wrote my name on the first page.

- Adek:** Let us ask if anyone has seen it.
- Deng:** Ok you ask it for me.
- Adek:** Oh! It is then on the teacher's table.
- Deng:** Thank you Adek for finding my book.
- Adek:** We should create a lost and found desk.  
Where lost and found things shall be kept.

1. Tell each other why Deng was sad.
2. Do you get sad?
3. Write down the things that make you sad. Exchange your book with your friend and read loudly the things that make your friend sad.
4. Tell your group members other ways you can use to keep your books safe at school.

### **Homework**

1. Ask your parents or guardians the things that are dangerous at home. Tell your group members when you get back to school.
2. Find out from your parents or guardians other ways of keeping our compound clean and safe.

### *Time to draw*

Draw the things that make you happy. Colour them.  
Show your friend your pictures.

Can your friend tell you what makes you happy from the pictures?

### *Pair work*

Name ways that people use to keep their homes safe.

Here is a picture to help you.



**Keywords**

Peace, report, fi ght

**Learning point**

It is good to share what we have with others.

When someone hurts us we should not beat him or her.

When someone hurts us, we should report them to our teachers or parents.

**Group work**

1. With the help of your teacher, make rules which are going to prevent you from fi ghting at school.
2. Write the rules on fl ashcards.
3. Read the rules loudly infront of your class.
4. Stick the fl ashcards around your class.

## Pair work

What happens when two communities fight?  
Take turns to tell each other why we need to have peace.

Look at the pictures below.

A



B



## Group work

Tell your friends what you see in each picture.

## Time to sing




Sing one song that promotes peace in your community.

### Revision Questions

Choose the correct answer from the brackets to fill in the dashes.

1. People who steal our things are called \_\_\_\_\_ . (doctors, thieves)
2. Communities should live in \_\_\_\_\_ with each other. (peace, fight)
3. \_\_\_\_\_ is a peaceful way of solving problems. (Talking, Fighting)

4. Match the following pictures with the action that is happening.

Picture	Action
<p><b>A</b></p> 	Sweeping
<p><b>B</b></p> 	Dusting
<p><b>C</b></p> 	Slashing
<p><b>D</b></p> 	Mopping