



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 Teacher'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

Teacher's Guide



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# Social Studies

## Teacher's Guide 1

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## 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**



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# UNIT 1: Now and then

(Refer to Pupil's Book pages 1-24)

Social Studies Primary 1		Unit 1: Now and Then
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>Students should find out about their family by talking to family members having designed relevant questions that might for example explore where they have come from. Students should try to map family relationships by drawing and illustrating different people, linking them together with arrows and labels.</p> <p>By exploring and then sharing together the roles and jobs undertaken by different family members, students should consider how important these roles are and what difference they make to everyday life for example, what happens if we forget to go and get clean water? Children should carry out an investigation into what objects are commonly found in homes and schools, identifying how these have changed over time. Children could build a time line of objects that they find out about, using the example of lining up people in their class from youngest to oldest.</p> <p>Students should talk to their family about ancestors and then represent these people by designing a simple family tree. This diagram could also include illustrations that are chosen to represent individuals either because of their character, skill or special roles.</p>		<ul style="list-style-type: none"> <li>• How has my family changed over time?</li> <li>• Why is it important to share things in your home with your family?</li> <li>• Can you explain when your family moved to the place where they live now and why they moved there?</li> <li>• What was it like when adults in your family were a child?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Describe family members and their relation to each other.</li> <li>• Describe and compare the roles and jobs that people in their own family do.</li> <li>• Explore the history of their family.</li> <li>• Identify common objects found in homes and at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the history of their family.</li> <li>• Construct diagrams that describe their family using their knowledge about them.</li> <li>• Compose relevant questions that allow facts to be gathered that describe a family.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate and respect the roles within a family.</li> <li>• Value the love shown by family members.</li> <li>• Develop a commitment to supporting family life.</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><u>Critical and Creative thinking:</u> Considering the division of labour in the family; using a range of sources of information to find information (Talking to family members)</p> <p><u>Communication:</u> Listen to family members describe their family history</p> <p><u>Culture:</u> Take Pride in the contribution families make to the identity of South Sudan and respond by respecting elders with obedience, love and care</p>		
<p><b>Links to other subjects:</b></p> <p>Languages: Listening to other people and interpreting answers</p> <p>Religious Education: Exploring what impact religion has on family values and day to day life</p> <p>Art: Representing and describing families through drawing, songs and dance</p> <p>Life Skills: Talk about where they come from</p>		

# Introduction

## Assessment Opportunities

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

## An outline of the learning

This unit looks at the different people in the family, their relation and the changes that have occurred in the family over time. It also explores the role of different people in the family and the things shared at home and at school. A key part of this unit is the learners telling each other the roles they perform at home and planting a tree in a way of protecting the environment.

## Using the Pupil's Book

There are both pictures and text in this textbook. Learners will not be able to read all the words. Read to the learners before you start any activity and let the learners repeat what you read. There are stories and conversations, ensure that the learners get to understand the message in the story and also enjoy the story too. This way, they will develop an interest in reading for themselves.

Have some words in posters so that the learners become familiar with the words in this unit.

## The student competencies

This unit provides the learners with many opportunities for cooperation and communication as they talk about their family members. Learners are asked to work in groups and in pairs as they draw, colour and tell each other about the different people in their family and this promotes team work and cooperation.

Creative and critical thinking is being promoted in this unit as learners try to identify the different members of their families and as they try to establish relationships between them.



This unit provides opportunities for learners to understand the things that were used way back in South Sudan, hence contributing largely to the enhancement of the culture and heritage of the South Sudan people.

### **Links to other subjects**

This unit provides a good opportunity to link into Religious Education as learners try to link their families to their origin.

## **Activity 1: Members of our family**

Ask the learners to look at the pictures in their Learner's Books and tell you if the pictures are of a girl or a boy. Ask them to tell you their names. Ask for their parents' names and if they have brothers or sisters. Tell them that their brothers and sisters are their siblings. Tell them that they are a part of a family. Tell them that the other people in the family are also part of their family.

Ask those with no parents their guardian's names. Tell the learners that the people they have identified are members of their family. Tell them that a family with mother, father and children is called a nuclear family. Ask the learners to colour Maluach's family.

When talking about family members avoid asking direct questions to learners such as:

- a. Who is your father or mother?
- b. What is the name of your father or mother?
- c. What is the work of your mother or father?

This is because of the changes that takes place in family set ups. Such questions may lead to a child's frustration and hurting the inner self of the child as well as the parent.

### **Class activity**

Ask each learner to draw their own family. Tell them to write the names of each family member under their picture if they can.

Ask the learners to exchange their pictures and read the names from each other's picture in turns.

Help the learners in hanging their drawings in the learning corner for future use.

**Keywords**

My name, boy, girl

My name is Okot.  
I am a boy

**Activity 2: How has your family changed over time?**

Let the learners know that there are other family members in their family. Ask them to look at the pictures in the Learners Book. Ask them to mention their cousins, uncles, aunts and grandparents. Explain to them the relationship they have with the different people they have just mentioned.

Inform the learners that there are people in the family who were there before they were born. Tell them that those people are called ancestors. Ask them to mention some of them.

**Class activity**

Ask the learners to model their grandparents using clay.

Check what each learner has modeled. Ask the learners to dry their models and keep them safe.

Choose a well known song about family for the learners to sing in their mother tongue. Write down the different family members mentioned in the song on the board.

### 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 Ojwang.



### Assessment Opportunities

#### Observation

Observe the learners as they talk to each other about their family members. Do they know the members of their family well?

#### Communication

Talk to the learners as they tell each other about their family members. Do they understand who the people in their family are and how they are related?

#### Product

Check their models to establish if they know who grandparents are?

## Activity 3: Family history

Ask the learners to look at the pictures in the Learner's Book. Ask them to tell each other the people in the pictures. Explain to the learners some family members were there in the family and they are not there now and some were not there and they are there. Explain to the learners what family history is. Let the learners understand that this refers to changes in a family. Ask the learners to join the people in the picture according to how they think they are related. Tell the learners that the people in a family can be used to tell the family history.

Let the learners know that other things in the family can also be used in telling the history of that family. Mention things like houses and the animals kept can be used to tell the family history.

Ask them to tell from the pictures what has changed in that family.

### Activity 3

### Family history

#### Keywords

History, ancestors

### Pair work

Look at these pictures with your friend.

1.



### Class activity

Group the learners in two groups and ask one group to act as if they are in the past. They can be based on the types of clothes, types of food and utensils.

Ask the learners to draw the home they like from the picture. Tell them to colour it.

Let the learners share their pictures. Let the learners appreciate each other's drawings.

At the end of the lesson ask the learners to ask their parents how their families have changed over time. They can tell their parents to tell them the things they used to do in the past but they no longer do them in the family. Learners should be prepared to tell others what they were told by their parents.

### **Assessment Opportunities**

#### **Observation**

Observe the learners as they discuss the pictures. Do they understand what changes have taken place in the houses?

#### **Communication**

Ask the learners why they drew their picture that they have drawn. Do they like the old hut or the modern house?

#### **Product**

Check their drawings.

## **Activity 4: Roles of family members**

Ask the learners to look at the pictures on page of their Learner's Books. Ask them to tell each other who the people represented in the pictures are. Tell them to tell each other what the people in the pictures are doing. Show them how to match what they see in the picture with what the people are doing. Ask them to tell you what they do at home. List their duties on the board. Give their duties names. Ask them to tell you what their parents and brothers do at home.

Explain to the learners what they do at home is a responsibility and not a punishment. Encourage them to always help their parents at home. Let the learners discuss the possible consequences if they fail to carry out their duties in their families. Let the learners come up with diagrams showing people at home carrying out their duties.

**Keywords**

Role, traditional, help

**Pair work****Look at the following pictures.****Assessment Opportunities****Observation**

Observe the learners as they tell each other what they see in the picture. Do they understand what the people in the picture are doing?

**Communication**

Talk to the learners about the different roles played by different people at home. Ask them to tell you what would happen if people neglected their duties at home.

**Product**

Check if they have matched the roles in the table well and if they understand the roles by looking at pictures.

## Activity 5: Objects at home

Ask the learners to look at the pictures in the Learner's Book. Let learners understand that the objects in the picture are objects they commonly and often use at home. Ask learners to come with some objects they use at home. Come up with a table showing objects and their uses. Ask the learners to match the objects and their uses. This can be done in groups.

Example of a table:

Object	Use
Panga	Drinking water
Glass	Sweeping
Broom	Mopping
Mop	Cutting

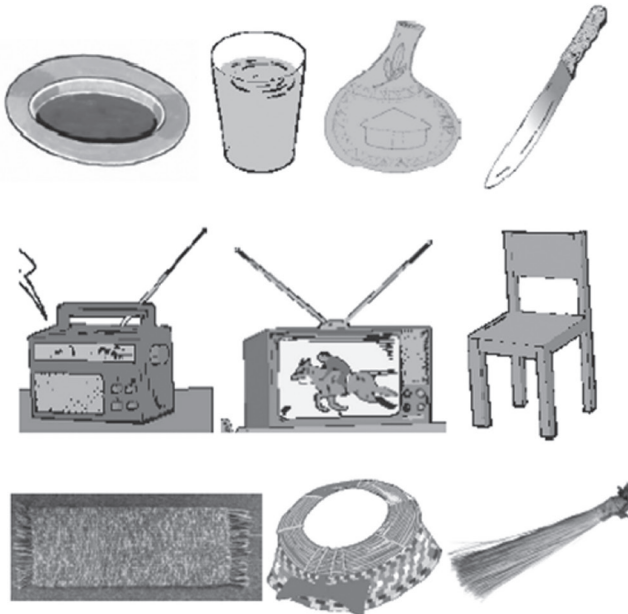
### Activity 5

### Objects found at home

#### Keywords

Object, modern, share

Look at the following pictures.



Let the learners classify the objects into traditional and modern objects. Learners should inquire from their parents the objects that were used

in the past. Let them compare these items with the ones that are used currently. From the objects in the pictures, let the learners identify some of the objects that can be shared at home and those that are not supposed to be shared.

Ask the learners to tell you why they share some of their objects at home.

### **Assessment Opportunities**

#### **Observation**

Observe the learners as they talk in pairs about the objects in the pictures. Observe them as they tell each other the things they share at home.

#### **Communication**

Talk to the learners as they discuss about the things found at home.

#### **Product**

Check their matching to see if they can recognise modern and traditional objects found at home.

## **Activity 6: Objects found at school**

Ask the learners to look around their classroom and mention the things they see. Let them tell you the uses of the things they have identified. Let them tell you if the things in the picture are in their classroom and name them. Allow the learners to tell the difference they can see on the first picture and the second. In groups, let them sort the things found in school only. Learners should be able to tell the objects found both at home and at school.

#### **Class activity**

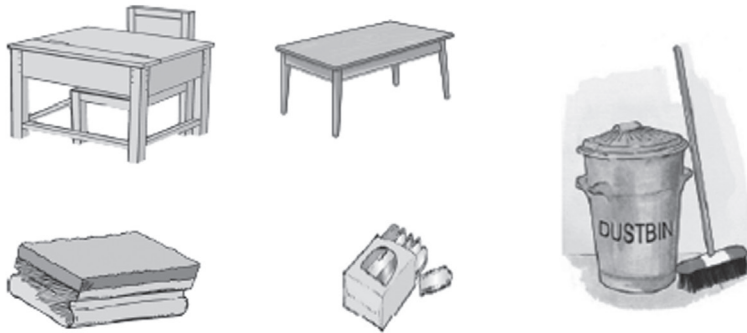
Take the learners out of the class and let them identify the different objects found around their school and their uses. Write the things on the board when you get back and help the learners sort them into modern and old objects.



**Keywords**

Class, duster, desk, chalk

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

**Assessment Opportunities****Observation**

Observe the learners as they work in pairs and in groups. Can they identify the things found in their class and school?

**Communication**

Talk to the learners during the nature walk about the objects they identify outside their class. Tell them the names of the things they do not know.

**Product**

Assess their matching and identify if the learners really know the things that are found in their classroom.

## UNIT 2:Where we live

(Refer to Pupil’s Book pages 25-37 )

Social Studies Primary 1		Unit 2:Where We Live
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>Students should learn about their surroundings by exploring features of the world around them including rivers, lakes, hills, swamps, plants, school gardens, buildings, and roads. They could demonstrate what they have observed by making models and sketch some maps and drawing pictures of the various physical features.By looking at and comparing pictures of physical features in other localities students should discuss which kind of environments they prefer.</p> <p>Students should investigate types of physical features.They should categorise and group these according to given criteria such as: useful, harmful, colourful, dry, contrasting etc. In groups they could build their idea of ‘The Most Beautiful World’ using pictures, dialogue, freeze frames, models etc. Students should make plans to protect where they live having identified what they like the most. This could include litter collecting, water conservation and tree planting.</p> <p>Students should identify the key human and economic features in their area after looking at examples of these in another locality.They should for example choose which feature of their village is most important to them, giving reasons why (their home, market stall, hospital, farm, road network etc.) Through an exploration of these features, students should learn to respect the role and impact that different economic features have on their lifestyle such as local stores, crop development and fishing businesses.</p>		<ul style="list-style-type: none"> <li>• Order different features of where you live so that you show what you prefer to what you enjoy the least about where you live</li> <li>• What aspects of where we live should we protect? How could we do this?</li> <li>• What area within your locality do you observe to have the most contrasting elements?</li> <li>• What would you like to change about where you live?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Name some physical, human and economic features of their locality.</li> <li>• List other features of a locality</li> <li>• Know what aspects of where they live are important to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Group and classify features of where they live.</li> <li>• Explore how to protect and improve the environment.</li> <li>• Be able to report on economic activities where they live.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a love and admiration for the environment.</li> <li>• Appreciate the value that people bring to an environment.</li> <li>• Respect the diversity of the land that we live in.</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><u>Critical and Creative thinking</u>: Sorting information out about where people live)</p> <p><u>Communication</u>: Listen to others describe where they live</p> <p><u>Co-operation</u>: Contribute to environmental sustainability by exploring how to keep where we live tidy</p> <p><u>Culture</u>: Develop a sense of pride for where they live</p>		

**Links to other subjects:**

Languages: Listening to other people and interpreting answers

Religious Education: Exploring what impact religion has on family values and day to day life

Art: Representing and describing families through drawing, songs and dance

Life Skills: Talk about where they come from

## Introduction

Opportunities for all the three forms of assessment are indicated for each of the activities.

### An outline of the learning

This unit provides the learners with opportunities of knowing and loving where they live. This is through understanding the different features around them and beyond, their origin, their importance and what they can do to protect where they live and the features around them. It also provides the learners with an opportunity of contributing to environmental sustainability by taking part in planting trees around the school.

### The student competencies

This unit provides an opportunity for the learners to develop all the competencies as provided in the syllabus. Communication is developed as they talk about the different features that they see around them at school and at home.

Critical and creative thinking is developed as they try to figure out the uses and importance of the different features around them and as they think of different ways of improving their surroundings.

Communication and collaboration is developed as the learners work in groups and in pairs to identify the features around them and as they plant trees.

### Links to other subjects

This unit provides a good opportunity to link with subjects like Science, Religious Education and Arts. Features like lakes, rivers, mountains and trees for example can be explored through the creation story in the Bible and the Quran. Drawing the features found around the learners will link Social Studies to Arts.

### Cross cutting issues

Environment and sustainability: By exploring the different features around them, it is possible to promote environmental sustainability among the learners.

## Activity 1: Features around us

Start by explaining to the learners that the things found around them are called physical features. Ask the learners to identify the features around their school. Tell them to look at the picture in their books. In groups, ask the learners to name the things they see in the picture. Let them tell you individually the things that are found around their home. You can have paper cuttings of different features and show them to the learners. You can then ask the learners to stick the features on a carton and hang them around their class. This will help them remember different features which they have not seen yet.

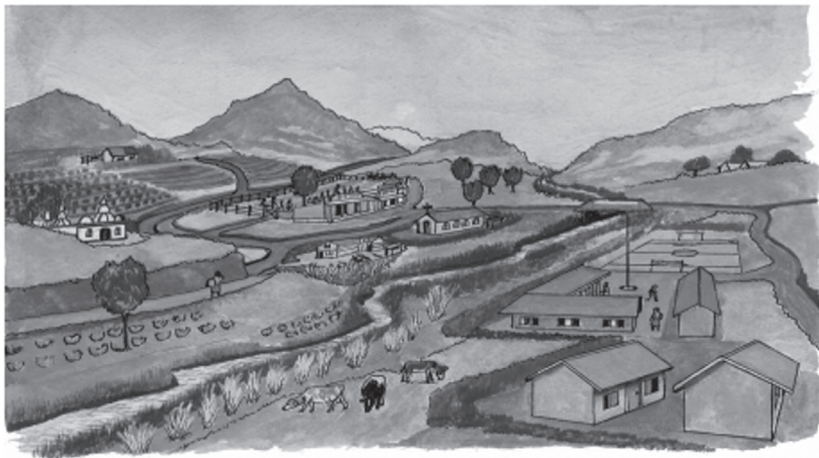
### Activity 1

### Features around us

#### Keywords

Features, physical

Look at the following picture.



#### Class activity

Take the learners out of their classroom to look and identify the physical features around their school. You can show them a hill or a mountain or a river that can be seen from the school. Let them tell you what they see during their walk.

Now that the learners understand what physical features are, ask them to name other features they know about. Write for them the names of the features on the blackboard.

At the end of the lesson, ask the learners to go and identify the features around their home and report what they saw in class.

### **Assessment Opportunities**

#### **Observation**

Observe the learners as they talk to each other about the features around the school.

#### **Communication**

Talk to the learners as they observe the features around the school. Tell them the names of the features they don't know about but are in their environment.

#### **Product**

Listen to the learners as they talk about the features around their home. Have they really understood what features are?

## **Activity 2: Features in the neighbourhood**

Let the learners understand that features in the neighbourhood are those in the other localities.

Let the learners know that the features around them are also found in other places. Tell them that there are features which are not around their school but are found in other regions or villages. Ask them if they know any unique feature in the neighbourhood. It could be a river, a lake or some unique tree or building.

Ask the learners to look at the pictures in their Learner's Books. Ask them to name the features in the pictures. You can ask them where those features are found in their village or area around their village.

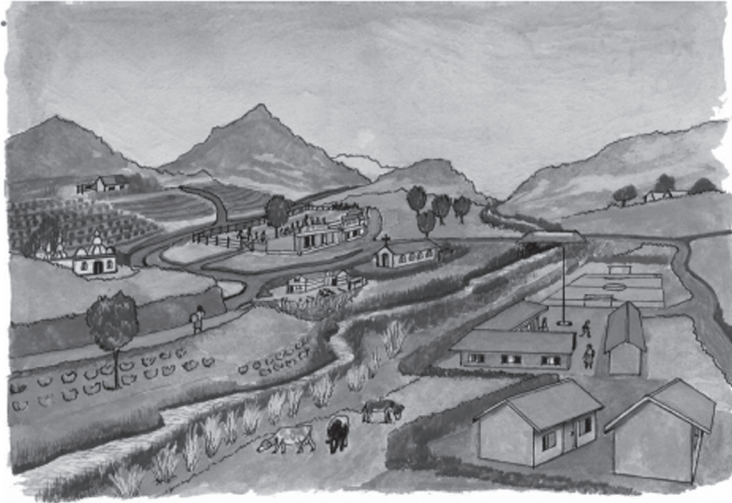
#### **Class activity**

Organise a visit to an area where the learners can be able to see a number of features they have learnt about. Remind the learners that the visit is an academic one and that they will be reporting back what they saw.

Keyword  
Neighbourhood

## Pair work

1.



Tell your friend what you see in the picture.

**Assessment Opportunities****Observation**

Observe the learners as they talk about the features in the neighbourhood.

**Conversation**

Talk to the learners about the feature in their region and in the neighbouring area.

**Activity 3: Protecting where we live**

Ask the learners to open their Learner's Books. Tell them to tell you what the children in those pictures are doing. Ask them if they have ever done any of the activities that the children in the pictures are doing. Explain to the learners that what the kids are doing is protecting the environment. Explain to them that if the environment is not taken care

of it looks bad. Tell the learners that the features in the environment are also supposed to be protected.

Tell the learners different ways of protecting the environment.

Ask the learners to come up with more examples and ways of protecting the environment.

### Activity 3

### Protecting where we live

Keyword

Protect

Look at the pictures below.



### Class activity

Provide the learners with seedlings or seeds to plant trees. Help the learners to plant a tree and water it. Tell the learners to take care of their tree until it grows big. Ensure that the learners take care of their trees by reminding them to water them in the morning and in the evening.

### Assessment Opportunities

#### Observation

Observe the learners as they talk about different ways of taking care of the environment.

## Conversation

Talk to the learners about the different ways of protecting the environment and the feature in them.

## Product

Assess if the learners have understood the different ways of caring for the environment as they complete the table in their books.

## Activity 4: Natural features

Let the learners know that some features are made by God while others are made by people. Ask them to tell you some of the features which are made by God. List them on the board. Tell them that features made by God are called natural features.

Now ask the learners to open their Learner's Books. Ask them to name the features shown in pairs. Ask them if they know anything about the features. Tell them that the features shown in the pictures are all natural features. Pick from the list they gave you other natural features.

### Activity 4

### Natural features

#### Keywords

Natural, manmade

Look at the following pictures.





### **Class activity**

Take a walk around the school with the learners. Help the learners to identify other natural features around their school. Ask the learners to tell you the features they identified during their walk when you come back to class.

At the end of the lesson, tell them to ask for other natural features from their parents.

### **Assessment Opportunities**

#### **Observation**

Observe the learners during the walk as they identify different natural features.

#### **Communication**

Talk to the learners as they observe features around their school. Do they understand what natural features are?

## **Activity 5: Features made by people**

Ask the learners to tell you some of the features made by people. Ask them the importance of those features. Tell them to open their books. Ask them to observe the pictures and tell each other what the names of those features and their uses. Present a variety of pictures to the learners, of features made by people and those made by God and ask them to group them differently.

In pairs, ask the learners to come up with more features made by man. Tell them to mention the importance of each feature that they give. Tell the learners to look at the feature they drew. Let them tell you if the feature is a manmade feature or natural feature. Tell the learners who drew natural features to put them at one point and those who drew natural features to put them at one point.

Ask the learners the importance of each feature that they drew. Help them to write the importance of the feature at the bottom of the picture.

Look at the pictures below.



### Assessment Opportunities

#### Observation

Observe the learners as they tell their friends the importance of each feature in the pictures.

#### Communication

Talk to the learners about the importance of the different features they have learnt about.

#### Product

As the learners sort and tell you the importance of the features they have drawn, assess if the learners have understood the concept of man-made and natural features.

### Activity 6: Economic features

Ask the learners to mention the different features that they had identified in the previous lessons. Ask them to remind each other the importance of each feature. Explain to them that some features can

be used to generate money. Tell them different people who carry out different economic activities in economic features. For example, people can fish in lakes and then sell the fish to make money. Tell the learners that other features are social features.

From the list that the learners gave, help the learners in identifying the economic features. Write all the economic features and the activities that are carried out in them on a manila paper. With the learners, stick the cuttings you had earlier brought to class beside each feature.

Ask the learners to open their Learner's Books. Tell them to look at the pictures and tell you the features they see. Tell them to tell each other what is happening in each picture. Tell them that what the people are doing in the pictures are economic activities. Tell them to identify the economic activities being carried out in the pictures.

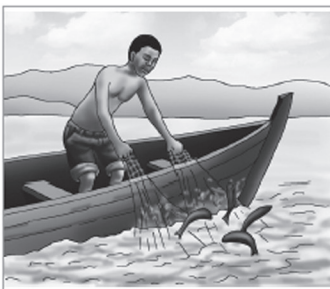
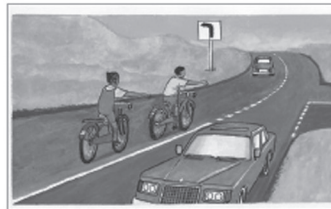
### Activity 6

### Economic features

#### Keywords

Economic, activity

Look at the pictures below.



## **Singing**

Choose a song that is well known by the learners about the features around them and sing it with the learners in class.

Ask the learners to come up with a song about features and their importance. They can choose the tune of a well known song and then change the words.

## **Assessment Opportunities**

### **Observation**

Observe the learners as they tell each other in groups the importance of different features. Do they understand the importance of different physical features?

### **Communication**

Talk to the learners as they discuss the importance of different features. Can they identify the economic activities carried out on physical features both man-made and natural?

### **Product**

Look at the learners as they stick the different cut outs on the manila paper. Can the learners stick the cutouts to the correct feature and its use?

# UNIT 3: Exploring our world

(Refer to Pupil's Book pages 38-49 )

Social Studies Primary 1		Unit 3: Exploring Our World
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>Learners should be provided with a range of maps including picture maps and globes if possible in order to explore how places are represented. They should learn that the orientation of a map is helpful in decoding and matching images to the real world and that the four compass directions (North, South, East and West) add context, detail and accuracy to a map. Students should begin to understand the uses of maps in terms of learning about new and familiar places. They can make informed comments about what a place is like by studying a map.</p> <p>Through an exploration of maps, students should learn together about where things are located in relation to each other. This can begin simply by considering how the school is organised. It can lead to an exploration of the location of homes and other amenities in order to begin understanding how the location of these are influenced by features such as the river, the road and mountains.</p>		<ul style="list-style-type: none"> <li>• What can a map tell you about a place?</li> <li>• How can we use maps to find out about the past?</li> <li>• How can a map tell you why your community is organised in a particular way?</li> <li>• Where in your locality can you find a place that is the most beautiful?</li> <li>• Why have maps of your locality changed over time?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Know that the physical world can be represented on a map.</li> <li>• Know that a map is organised using symbols and a key.</li> <li>• Draw maps that demonstrate the relationship between where they live, the school and their community.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of maps to investigate how physical features are represented.</li> <li>• Observe and record in order to design maps that are increasingly accurate in describing familiar places.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the diversity of land formations.</li> <li>• Value the ability of maps to describe places past and present.</li> <li>• Care for the environment.</li> </ul>
<p><b>Contribution to the competencies:</b>  <u>Critical and Creative thinking:</u> when presenting , interpreting physical features on the map  <u>Communication:</u> using a range of media including maps to convey information  <u>Co-operation:</u> working together toward a common goal of draw a map  <u>Culture:</u> Value the diverse range of communities in South Sudan</p>		
<p><b>Links to other subjects:</b>            Mathematics: Showing direction and using measurement and scale            Art: Painting and using other media to provide illustrations of the land            Languages: Explaining and describing localities in other languages; using pictures to convey meaning rather than words</p>		

## Introduction

Opportunities for all the three forms of assessment are indicated for each of the activities.

### An outline of the learning

This unit will help learners in developing their ability in representing a place on a map and also in interpreting information from a map. The different activities provided in this unit will help the learners understand direction and be able to give direction. The learners will also be provided with opportunities of telling the changes that have taken place in certain place through the use of a map.

### The student competencies

This unit provides the learners with an opportunity to develop their critical features as they use different symbols to represent different features on a map and as they interpret different symbols used in a map. Cooperation and communication will be enhanced as learners work in groups and in pairs to tell each other what is represented on a map. Culture will be enhanced as the learners about their surroundings and as they represent their own localities on a map.

### Links to other subjects

This unit links in to Mathematics. Direction and measurement can be taught in this unit through learning about the position of different features in relation to others. There is also an opportunity to link learning to Art as learners draw different maps and colour them.

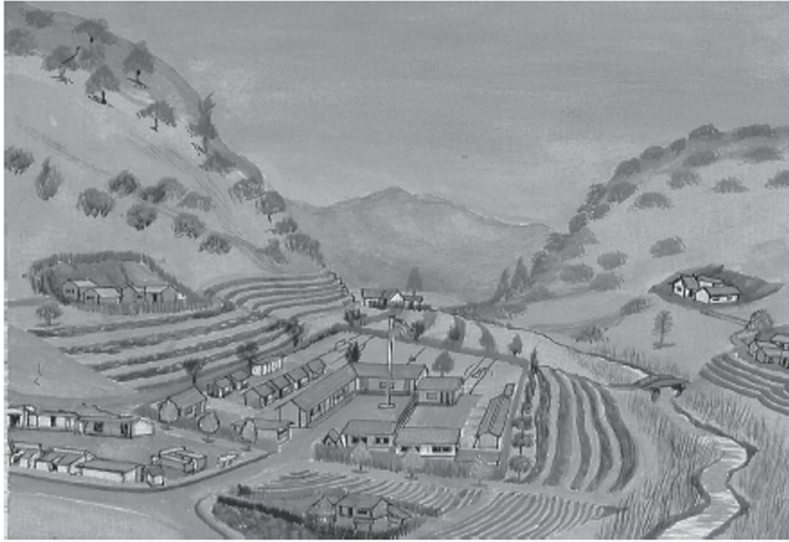
## Activity 1: Exploring different maps

Tell the learners to look at the pictures. Ask them to talk to their friends about what they see in the pictures and the differences in the pictures. Ask them to tell each other the places represented in the two pictures.

### Class activity

Bring different pictures cutouts of both maps and real places. Ask the learners to put maps separate from real pictures. Ask learners to tell some of the places or features represented on the maps if they can.

Look at the following pictures.



### Assessment Opportunities

#### Observation

Observe the learners as they talk in pairs and in groups about what the different maps represent.

#### Conversation

Talk to the learners about the difference between a map and a picture as the learners sort out maps and pictures.

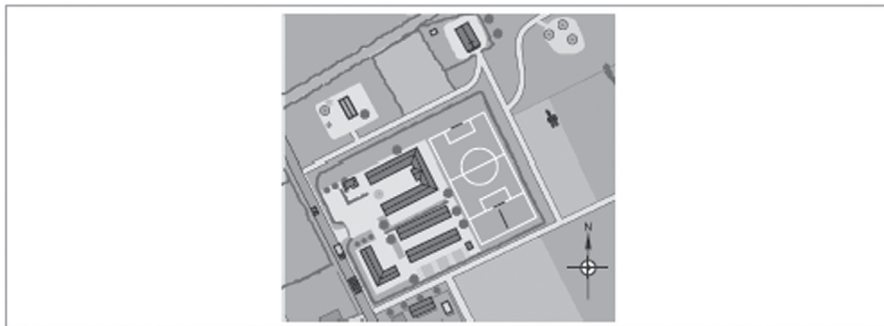
#### Product

Check if the learners have sorted their pictures properly and if they have marked under all the maps. Do they understand the difference between a map and a real picture?

## Activity 2: Elements of a good map

Ask the learners to look at the various maps and tell each other the common things they can identify from the maps. Ask the learners to match what is in the pictures with what is on the map. Tell them to tell each other the things that are in the map and not in the picture. Ask them to identify what the symbols used on the map. Now read to them the answers. Let the learners clap for themselves on the answers they got right. Let the learners identify the other elements of a good map by looking at different maps.

Look at these pictures with your friend.



### Class activity

Take the learners out of the class to the field in the morning or in the evening. Put them in pairs. Let one in each pair lie down with their head facing the sun. Let the other learner write east on the side that the sun is if it is in the morning and west if it is in the evening. Let the other learner write in the pair lay down in like the other one, and spread his or her hands. Let the other learner write north and south to the hands of the learner.

Ask the learners in their pairs to draw a compass direction according to the way they lay down. Let them know the main points of a compass direction. Ask the learners to tell each other what the compass is used for.

### Assessment Opportunities

#### Observation

Observe the learners as they match the things that are in the map and in the picture. Can they notice that the key, the frame and the name of the map are the ones missing in the picture?



### **Conversation**

Talk to the learners about the elements of a good map as they draw the symbols and give them meaning. Are they able to identify what different symbols represent?

### **Product**

Check the maps that the learners have drawn. Have they understood what a good map should have?

## **Activity 3: Locating places on a map**

Ask the learners to tell each other where the blackboard is. Ask them to locate where their friends are seated. Let the learners know that by telling where their friend is and where the blackboard is, they are locating places in class. Write the terms that the learners use in locating things. Help them in identifying the different terms that can be used like in front of, beside and at the back of. Tell them that the compass direction can be used to locate places using its key points. Ask the learners to look at the picture in their books. Ask them to locate the different features on the map.

### **Class activity**

Take the class out of their classroom. Ask them to identify the features around their class and name them. Ask them to tell each other the location of the features they have identified.

Ask the learners to draw a map of their school. Ask them to tell you the location of the features they have drawn in their school map. Let the learners know that locating things helps in giving direction. Tell them that a compass can also be used to locate places.

**Group work**

Tell your friends where your blackboard is located.

Where is your friend seated?

Look at these pictures.



Tell your friends where the toilets are from the classroom.

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

**Assessment Opportunities****Observation**

Observe the learners as they locate different features on map. Do they know the right words used in locating places?

**Conversation**

Talk to the learners as they tell each other the location of different features around the class and the school.

**Product**

Check the maps drawn by the learners. Have they placed the features correctly on the map? Can they identify the location of the different features they have placed on their maps?

**Activity 4: Telling changes in a place through a map**

Ask the learners to tell you what has changed in their area over time. Ask them guiding questions like:

- Has there been a new hospital or school in their area?
- Have some trees been cut and others grown along their area?
- Has a new road been constructed in their area?

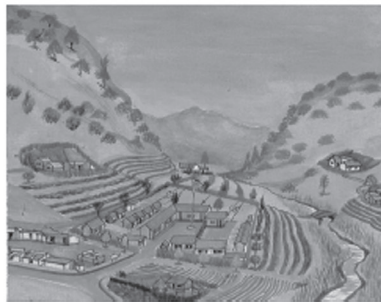
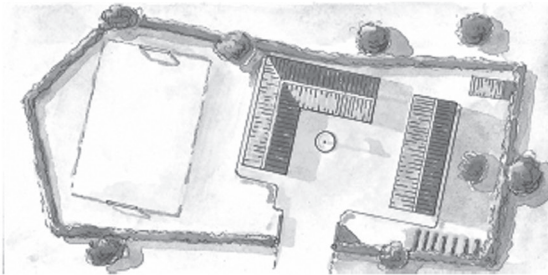
Ask the learners to look at the pictures in their books. Let them know that the pictures are of the same place taken at different times. Ask them to tell each other what features are in the second map and are not in the first. Let the learners know that maps can be used to tell the changes in a place.

#### **Activity 4**

#### *Telling changes in a place through a map*

What has changed in your area over time?

Look at the pictures below.



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

#### **Assessment Opportunities**

##### **Observation**

Observe the learners as they tell each other about the features that have been added and removed in their area over time.

##### **Conversation**

Talk to the learners about how maps can be used to trace changes in a place over time.

## UNIT 4: Working together

(Refer to Pupil's Book pages 50-63)

Social Studies Primary 1		Unit 4: Working together
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>Learners should investigate the different groups of people living together in their community (neighbours, learners, Church members, families, workers). They should identify people who help them and begin to understand how they do this. They should think about the ways in which they can help others.</p> <p>Learners should consider some aspects of their community life and work that are important elements in sustaining healthy and peaceful lifestyles. This could include exploring the development of roads to their village or the maintenance of water and sanitation. Learners could develop short role-plays to illustrate what happens as a result of good team-work and poor team work in these situations. They should make drawings and label them to show the positions and roles of people in their community.</p> <p>Learners should explore the importance and effects of good team work through playing games and working on a community project together.</p> <p>By talking to parents and other adults, learners should explore how the community has changed over time.</p>		<ul style="list-style-type: none"> <li>• Who are the different people living in our community?</li> <li>• Who are the different people who help us?</li> <li>• How can we help others?</li> <li>• What are the differences between our duties at home and at school?</li> <li>• Why is it important for people to work together?</li> <li>• How has our community changed over time?</li> </ul>
<b>Learning outcomes</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Know about different types of people in our community and how they help each other.</li> <li>• Understand the duties that we carry out in school and at home.</li> <li>• Know some examples of what can be achieved by working together at home and at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to find information.</li> <li>• Put events into a sequence.</li> <li>• Explore the roles of different people in the community.</li> <li>• Investigate how our community has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge and appreciate the contribution of different people to the community.</li> <li>• Recognize the value of active citizenship.</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><u>Critical and Creative thinking</u>: Explain the roles of people who help us</p> <p><u>Communication</u>: Ask questions of a visitor, explain reasons to the group</p> <p><u>Co-operation</u>: Work with a partner and the group</p> <p><u>Culture</u>: Understand different roles within the community</p>		
<p><b>Links to other subjects:</b></p> <p><u>Life Skills</u>: Talk about where they come from</p> <p><u>Peace education</u>: Engage in common activities and appreciate diverse roles</p>		

## Introduction

Opportunities for all the three forms of assessment are indicated for each of the activities.

### An outline of the learning

This unit will help learners in developing their ability in representing a place on a map and also in interpreting information from a map. The different activities provided in this unit will help the learners understand direction and be able to give direction. The learners will also be provided with opportunities of telling the changes that have taken place in certain place through the use of a map.

### The student competencies

This unit provides the learners with an opportunity to develop their critical features as they use different symbols to represent different features on a map and as they interpret different symbols used in a map. Cooperation and communication will be enhanced as learners work in groups and in pairs to tell each other is represented on a map. Culture will be enhanced as the learners about their surroundings and as they represent their own localities on a map.

### Links to other subjects

This unit links in to Mathematics. Direction and measurement can be taught in this unit through learning about the position of different features in relation to others. There is also an opportunity to link learning to Art as learners draw different maps and colour them.

## Activity 1: People in our community

Ask learners to look at the pictures in their Learner's Book and suggest what jobs these people are doing. We are looking for job titles here: farmer, cattle herder, police officer.

Ask the learners to work in pairs to think of many different jobs in the community. Ask them how they could record their thoughts (drawings, letters). Then ask them to draw a picture of each of these occupations, and label them if they can. You could help with this, by going from group to group and scribing.

### Class activity

Ask someone from each group to tell you a job they have thought of. Write them on the board. Go from group to group until all the jobs have been listed.

Ask the learners to take turns in showing their drawings one at a time to the rest of the group to see if they can identify the job or occupation. Make sure everyone has a turn.

Encourage clear answers, comments and questions about the drawings. At the end of the lesson, ask the learners to talk about this to their parents when they go home. They should ask their parents or guardians if they can think of any jobs they know. Tell the pupils that you expect them to share any conversations or information that they have explored at home.

### 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.



## **Assessment Opportunities**

### **Observation**

Observe the learners discussing in pairs about the jobs.  
Can they think of any other job?

### **Conversation**

Talk to the learners while they discuss about different types of jobs.  
Do they understand what jobs are?

### **Product**

Look at the drawings. Do they show different jobs?  
(It does not matter how good the drawings are. This is not an Art lesson!)

## **Activity 2: People who help us**

Ask learners to look at the pictures in the Learner's Book and suggest what jobs these people are doing. Ask them to tell how these people help different people.

Ask the learners to work in pairs to think of the different people who help us. Ask them how they could record their thoughts (drawings, letters). Ask them to draw a picture of each of these occupations, and label them if they can. You could help with this, by going from group to group and scribing.

### **Class activity**

Ask someone from each group to tell you about the help they have thought of. Write them on the board. Go from group to group until all the jobs have been listed.

Ask the learners to take turns in showing their drawings one at a time to the rest of the groups to see if they can guess what they are doing to help. Make sure everyone has a turn.

Encourage clear answers, comments and questions about the drawings.

Please note: Make sure that learners keep the drawings.

They will need them in a later lesson.

At the end of the lesson, ask the learners to talk about this to their parents when they get home. They should ask their parents if they can think of any other ways of helping. Learners should be prepared to share what they learn with others in class.

Keyword  
Help

Who are the people who help us?  
Look at the pictures below.



### Assessment Opportunities

#### Observation

Observe the learners as they discuss in pairs on ways in which people help.

Can they think of any?

#### Conversation

Talk to the learners while they discuss about helping people.

Do they understand how they are helping?

#### Product:

Look at the learners, drawings. Do they show different ways of helping?  
(It does not matter how good the drawings are. This is not an Art lesson!)

### Activity 3: What I would like to do

Ask learners if they found out any other way of helping more from their parents or guardians. Add to the list on the blackboard.



Ask the learners to discuss in pairs what they would like to do when they grow up. Remind them of the list of jobs that you have created as a class and describe the features of these jobs such as: working with children; medical assistance; farm duties; business orientated. They should then work in groups and take turns to tell the group what they would like to do and explain why.

Choose someone from each group to talk to the class.

### **Singing**

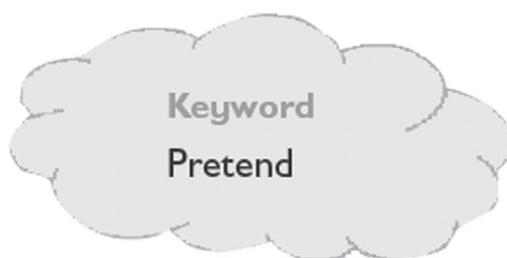
Choose a well-known song about working. Notice any rhythm and rhyme in the song and the vocabulary that is used to describe the work.

Encourage the learners to make up their own songs.

They could start by using the same tune and format, but changing the job.

### **Activity 3**

### *What I would like to do*



Did you find out more about the people who help us?

Tell you group about what you have found.

### **Assessment Opportunities**

#### **Observation:**

Observe the learners as they discuss in pairs what they would like to do. Can

they select an occupation?

#### **Conversation**

Talk to the learners while they discuss about a helper.

Listen to the reasons given. Can they put forward a reason?

#### **Product**

This is not an assessment of how well they sing.

## Activity 4: Home and School

Ask learners to look at the drawings of people who help us that they made in the previous lesson.

Ask them to talk to their partner about which of these people help at school, and which outside of school. Ask them to sort their drawings into two sets:

- People who help us at school.
- People who help us when we are not at schools.

If possible sort these pictures into two sets by laying them in two circles on the floor. Children could stand around these in a circle or double circle. The criteria here we have used to sort the jobs are 'at home' and 'at school'. Ask the children if they can think of any other criteria to organise the pictures once again in two group. (such as outdoor and indoor or uniform or not uniform.)

Ask them to work in a group and take turns to explain to the group how they have sorted their drawings.

Ask the learners to choose one person who helps us, and then take turns to explain to the group how they help us.

### Activity 4

### Home and 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?

#### Assessment Opportunities

##### Observation

Observe the pairs discussing how to sort the pictures.

Can they do this?

##### Conversation

Talk to the learners whilst they are discussing giving explanations. Can they give reasons?

##### Product

Look at how they have sorted the drawings. Have they sorted them correctly?

## Activity 5: Role-play

Ask learners to work in groups and take turns to role-play one of the jobs they have been discussing. The group has to guess what role they are playing.

Pick a good example from each group to come out and perform to the class. Ask learners to explain what they like about the role plays – can they improve their own by learning from others? Be creative with props if possible.

### 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.

### Assessment Opportunity

#### Observation

This is not an assessment of acting! You are looking to see how well they understand the nature of the job.

## Activity 6: Helping at Home and School

Ask learners to talk to their friends about the ways they help at home. They should draw pictures of all the duties that they do.

They should take turns showing their pictures to their group and see if they can guess what the picture is about.

Pick a good example from each group to come out and show the class.

Add duties the children did not talk about, which should include: cleaning at home, taking care of young ones and helping the elderly.

Children to talk to their partner about duties they like.

Ask the learners to draw a picture of duty at home they like and if possible write the name of the picture they drew.

### Duties at school

Now do the same things about duties in school.

Add the duties the children did not talk about, which should include: cleaning at school, reading, playing, etc.

Ask the children what are the differences between the home duties and the school duties.

Keyword

Duties

How do you help at home and at school?

Do you have duties?



### Assessment Opportunities

#### Observation

Listen to the conversations to see that they have made the proper distinctions.

#### Conversation

Talk to pairs and groups if possible to check that they understand the distinctions.

#### Product

Look at the drawings to see that they are in the right groups.

(This is not an assessment of drawing! It doesn't matter whether they are well drawn or not.)

## Activity 7: Talking to a visitor

Invite someone from the community to come and talk to the class about their job.

Choose someone who has an interesting job and who can talk clearly to the class, and be willing to answer questions.

They should talk for not more than five minutes, then ask for questions. They may then talk for another five with more questions afterwards. Ask the visitor to explain their job – and to talk to the learners about a typical day. They should tell the class what activities do they do throughout the day. This is what we want the class to understand.

Before the visitor comes, tell the class what job they do (For example, “We have a Health Worker coming”) and ask them to think of questions that they could ask. Give them some examples and ask them to work in pairs to think of more questions, then ask around the class to compile a list of questions.

Select some learners to ask the questions and make sure that they understand them.

Talk to the class about polite ways of greeting visitors, and thanking them afterwards. Remind them to be attentive during the talk.

Tell learners to listen carefully and try to remember what the visitor does throughout the day.

After the visitor has gone, ask the learners to work in pairs to talk about the visitor has told them. Ask them to talk about the sequence of duties during the day. Learners can draw pictures of the visitor at work. Select some children to come out and talk about their drawings.

**Keywords**

Features, physical

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

**Assessment Opportunities**

The key learning outcome is to be able to “ask questions to find information.”

**Observation**

Listen to the conversations to see that they have made the proper distinctions.

**Conversation**

Talk to the learners in pairs, can they think of appropriate questions? Talk to the learners after the visit and find out how much they have understood.

# UNIT 5: Problem solving

(Refer to Pupil's Book pages 64-74)

Social Studies Primary 1		Unit 5: Problem solving
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>Learners should be provided with a range of maps including picture maps and globes if possible in order to explore how places are represented. They should learn that the orientation of a map is helpful in decoding and matching images to the real world and that the four compass directions (North, South, East and West) add context, detail and accuracy to a map. Students should begin to understand the uses of maps in terms of learning about new and familiar places. They can make informed comments about what a place is like by studying a map.</p> <p>Through an exploration of maps, students should learn together about where things are located in relation to each other. This can begin simply by considering how the school is organised. It can lead to an exploration of the location of homes and other amenities in order to begin understanding how the location of these are influenced by features such as the river, the road and mountains.</p>		<ul style="list-style-type: none"> <li>• What can a map tell you about a place?</li> <li>• How can we use maps to find out about the past?</li> <li>• How can a map tell you why your community is organised in a particular way?</li> <li>• Where in your locality can you find a place that is the most beautiful?</li> <li>• Why have maps of your locality changed over time?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Know that the physical world can be represented on a map.</li> <li>• Know that a map is organised using symbols and a key.</li> <li>• Draw maps that demonstrate the relationship between where they live, the school and their community.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of maps to investigate how physical features are represented.</li> <li>• Observe and record in order to design maps that are increasingly accurate in describing familiar places.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the diversity of land formations.</li> <li>• Value the ability of maps to describe places past and present.</li> <li>• Care for the environment.</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><u>Critical and Creative thinking</u>: when presenting , interpreting physical features on the map</p> <p><u>Communication</u>: using a range of media including maps to convey information</p> <p><u>Co-operation</u>: working together toward a common goal of draw a map</p> <p><u>Culture</u>: Value the diverse range of communities in South Sudan</p>		
<p><b>Links to other subjects:</b></p> <p>Mathematics: Showing direction and using measurement and scale</p> <p>Art: Painting and using other media to provide illustrations of the land</p> <p>Languages: Explaining and describing localities in other languages; using pictures to convey meaning rather than words</p>		

## **Introduction**

Opportunities for all the three forms of assessment are indicated for each of the activities.

### **An outline of the learning**

This unit will help the learners in identifying different dangerous things around their homes and at school. It also helps them to come up with ways of protecting themselves and also their items. The learners are provided with opportunities of knowing how to help each other when they are in harm or danger.

The different activities in this unit encourage peace and turn taking in carrying out different activities.

The highlight of the unit is when the learners are asked to set their own rules that are going to prevent them from getting into fights. Help the learners to identify the causes of conflict among themselves and the alternative ways of resolving their conflicts.

### **The student competencies**

This unit provides the learners with many opportunities for communication and collaboration. As they take walks around the school to identify the dangerous areas and as they report back their findings, the learners will be provided with great opportunities to promote their communication skills. Also, as the learners talk to each other in pairs and tasks in groups, their collaboration and communication skills will be enhanced. The activities in this unit will provide learners with chances for creative and critical thinking as they differentiate safe and unsafe places and make their own rules.

### **Links to other subjects**

This unit provides an opportunity to link into language as the learners talk about the things that make them happy and sad.

## **Activity 1: Making the community safe**

Read to the learners the story in their textbooks.

Read the story and ask the learners what it is all about. Ask them to tell each other in pairs who used to steal chicken. Ask them in groups what the father did to protect his chicken.

Ask them to tell each other what they have ever lost and how they felt after losing their things. Ask them what they did to protect their things from getting lost. Ask them to talk about other ways of protecting their things at school.



Tell the learners that thieves are people who take other people's things without permission. Let them know that stealing is bad as it makes other people sad. Tell the learners that they need to protect their things by taking different protection measures. For example; they should always write their names on their books to protect them from getting lost.

Provide the learners with pieces of manila paper so that they can copy rules of protecting their items from getting lost. Write these rules on the blackboard for them to copy:

1. We should write our names on our books.
2. We should report lost items to the teacher.
3. We should protect our things always.
4. We should not beat up thieves.

### Activity 1

### Making the community safer



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.

### Class activity

Ask the learners to tell you what they see on the pictures. Tell the learners that they should always help each other and learn to say sorry.

Ask the learners to enquire from their parents how they protect their things at home. Remind the learners that they will report back what they have been told.

## **Assessment Opportunities**

### **Observation**

Observe the learners as they tell each other their experiences about losing their things. Observe the learners' facial expressions as they narrate their experiences.

### **Conversation**

Talk to the learners as they observe the pictures in their books. Do they understand how they can help each other?

### **Product**

Look at how the learners have written their flash cards. Have they copied them correctly?

## **Activity 2: Dangerous objects at home and at school**

Ask the learners to look at the pictures in their books. Tell them to discuss what they see in pairs. Ask them the dangers each child in the picture is facing. Ask them to identify the dangers in school and at home from the pictures. Ask them to name them. Write them on the board. Ask them to think about other dangers. Ask them to tell each other how they can protect the children in the pictures from danger.

Ask the learners to look around their class and identify some of the things that can cause them harm. Ask them if there are any open sockets in the class or protruding nails from their desks. Tell them that those things can harm them and they are dangerous. Identify the dangers they note in class and then organise for some remedy.

### **Class activity**

Take the learners out of their class and help them in identifying some of the dangerous things around the school compound. Guide the learners in collecting the dangerous things around the school. They can collect things like nails, sharp objects and stones which are not placed properly. Caution the learners to handle the sharp object with care. When you get back to class ask other dangerous things they saw during their walk. Add them to the list you had written on the board.

Ask the learners to enquire from their parents some of the dangerous things at home. Remind them that they will report back what they will be told.

**Keywords**

dangerous, hurt, harm, safe

**Look at these pictures.**



**Assessment Opportunities**

**Observation**

Observe the learners as they identify the dangerous things from the pictures and in the class. Do they understand what dangerous things are?

**Conversation**

Talk to the learners about the dangerous things and how they can avoid them as they take a walk around the school.

### Activity 3: Keeping the peace

Ask the learners to look at the picture in their books. Tell them in groups to take turns in telling each other the story in the picture. Listen to the learners as they tell each other the story. Read for the learners the story in the pictures. Tell them that the kids were playing happily when one of the kids (you can give the kid a name) took the ball and ran away with it. Tell them that the play was interrupted and the other kids were sad. Some of the kids ran after him to get the ball from the kid. When they caught him they wanted to beat him but the teacher appeared and stopped them from beating the kid. The teacher gave them the ball and they continued playing happily again. Ask the learners if there is any of their groups that almost got the story right. Tell the other learners to clap for that group.

In pairs, ask the learners to tell causes of fighting in the communities and how it can be solved. As they tell the other members of their group write the problems and solutions on the chalkboard.

Use the pictures to explain why people should live peacefully

Tell the learners that fighting does not solve their problems. Ask them to tell you what they should do when someone wrongs them.

Write their answers on the board.

Guide the learners in writing rules that are going to make them live in peace. Tell the learners to formulate the rules as you write them on the board. Tell them to copy them on a manila paper. Hang the papers around the class.

#### **Class activity**

Help the learners compose a peace song or poem that can be recited or sang regularly to help them maintain peace at home and school. Ask the learners to sing the song to their parents.

#### **Activity 3**

#### *Keeping the peace*

#### **Keywords**

Peace, report, fight

## **Assessment Opportunities**

### **Observation**

Observe the learners as they try to tell each other the story about the pictures. Do they understand the story?

### **Conversation**

Talk to the learners about the reasons of living peacefully as they make their own rules.

### **Product**

Listen to their peace song or poem. Does it promote peace?